



MEETING AGENDA - iLEAD Lancaster Board

Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all of the Board members shall be available for public inspection at the main office of the school between 9:00 am and 3:30 pm.

Meeting

Meeting Date	Wednesday, June 17, 2026
Start Time	7:00 PM
End Time	8:00 PM
Location	Address: 254 E. Ave. K-4, Lancaster, CA 93535
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-2026-05-19-v1 (1).pdf
-

2. Hearing

2.1. LCAP Hearing

This is the opportunity for the Public to review the summary of the 2026-2027 LCAP and make comments to the Board accordingly.

Documents

- Proposed 26.27 iLEAD Lancaster LCAP.pdf
-

3. Public Comments

3.1. Public Comments



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

4. Action Items

4.1. Approval of Director-Designated Interim Replacement

The current School Director will designate an interim replacement to serve during their leave. The Board will consider and take action to approve the Director's designated appointee.

Due date:

4.2. CalSTRS Form 0765

Discuss and take action regarding the CalSTRS Form 0765.

Due date:

Documents

- Lancaster 376_Form 0765 CalSTRS Charter School Certification.pdf
-

4.3. Preliminary Budget and Estimated Actuals

Discuss and take action regarding the preliminary budget and estimated actuals.

Due date:

Documents

- Budget Board - Lancaster EA2526 PB2627 MYP27282829.pdf
-

4.4. Revised Articles Of Incorporations

Discuss and take action to revise the Articles of Incorporation.

Due date:

Documents

- iLEAD Lancaster Certificate of Amendment of Articles of Incorporation CalSTRS CalPERS Amendments (4914-6007-7475.v1).docx (1).pdf
-

4.5. Revised Bylaws

Discuss and take action regarding the Revised Bylaws.

Due date:

Documents

- iLead Bylaws Lancaster (4917-9358-7884.v2).docx.pdf
-

4.6. Resource Sharing Agreement

Discuss and take action regarding the revised iCA Service Agreement.

Due date:

Documents

- DRAFT Resource Sharing Agreement 26-27 (1).pdf

4.7. SPED Service Agreement

Discuss and take action regarding the updated SPED service agreement

Due date:

Documents

- 26-27 SPED RESOURCE SHARING (Draft 1.0).pdf

4.8. Annual Request for Title Funding

Discuss and take action regarding continued Title funding for the school programs.

Due date:

Documents

- Lancaster 26_27 Request For Annual Federal Title Funding .docx.pdf

4.9. Title IX Policy

Discuss and take action regarding the Title IX policy.

Due date:

Documents

- Board PDF_ iLEAD Lancaster Title IX Policy for Sexual Harassment.pdf

4.10. Updated Independent Study Policy

Discuss and take action on the revised policy.

Due date:

Documents

- Board PDF_ iLEAD Lancaster Independent Study Board Policy.pdf

4.11. Policies for Promoting Safe Environments (Employee-Student Relations)

Discuss and take action regarding the new policy.

Due date:

Documents

- Promoting Safe Environments for Student Learning and Engagement-Lancaster-2026010-Redline for Board.pdf

4.12. Declaration of Need (DON) For Fully Qualified Educators

Discuss and take action regarding the 2026-2027 DON.

Due date:

Documents

- 26_27 Lancaster- DON.pdf

4.13. 2026-2027 Board Meeting Dates

Discuss and take action regarding the 2026-2027 Board Meeting Dates.

Due date:



Documents

- 26_27 Board Meetings Lancaster.pdf
-

5. Discussion And Reports

5.1. School Director Report

Documents

- iLEAD Lancaster 25-26 School Director Board Report - June 17, 2026.pdf
-

5.2. iCC1 Organization Restructure

Discuss the possible direction regarding organizational structure and changes.

5.3. 2 Step Verification

Discussion and possible action regarding two-step verification for board email accounts.

5.4. Trainings and Compliance

Discussion regarding board compliance training requirements - effective 8/1/2026.

6. Consent Items

6.1. Personnel Report

Resolution #:

Documents

- Revised - 6.18.26_Lancaster_PersonnelReport.pdf
-

6.2. Check Registers

Resolution #:

Documents

- ilead_lancaster_payment_register_20260610_register.pdf
 - ilead_lancaster_payment_register_20260610_summary.pdf
-

7. Closed Session

7.1. Closed Session

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

8. Report of Closed Session

8.1. Report of Closed Session

9. Board Comments



9.1. Board Comments

10. Closing Items

10.1. Next Meeting Date

The next board meeting will take place on Thursday, June 18, 2026 at 10:00 AM.

Board Members mark their calendars and confirm quorum.

10.2. Adjournment

Please note: items on the agenda may not be addressed in the order they appear. The Board of Directors may alter the order at their discretion.

- **Board Room Accessibility:** The Board of Directors encourage those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services to participate in the public meeting, please contact the office at least 48 hours before the scheduled Board of Directors meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132).]

The Secretary of the Board of Directors, hereby certifies that this agenda was publicly posted 72 or 24 hours prior to the meeting as required by law.



MEETING MINUTES - iLEAD Lancaster Board

Meeting

Date Tuesday, May 19, 2026
Started 7:00 PM
Ended 8:00 PM
Location Address: 254 E. Ave. K-4, Lancaster, CA 93535
Purpose Regular scheduled meeting

Chaired by
Recorder KeKe Montoya

Minutes

1. Opening Items

1.1. Call The Meeting To Order

The meeting was called to order at 7:03 PM.

Status: Completed

1.2. Roll Call

Bridget - Present

Eric - Present

Constance - Present

Beth - 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.

A request was made to amend the agenda by removing Item 4.7 (Alternate Pathways to a Diploma for Students with Disabilities Policy), as the policy applies exclusively to high school programs and does not pertain to the school's current grade levels.

Motioned: Eric

Seconded: Bridget

Unanimously Approved (Beth was absent). Agenda approved as amended.

Resolution #: 2025.2026.28

Status: Carried

1.5. Board Meeting Minutes

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

Motioned: Bridget

Seconded: Eric

Unanimously Approved (Beth was absent).

Resolution #: 2025.2026.29

Status: Carried

Documents

- Minutes-2026-04-28-v1 (2).pdf

2. Curriculum Moment

2.1. Curriculum Moment

Dr. John Irving, along with instructional staff and learners from the Let It Out Program, provided a special presentation and performance for the Board. Dr. Irving highlighted the program's dual role as the school's Design Tech and After-School program, emphasizing a student-centered "think-tank" philosophy that fosters collaborative problem-solving, creativity, and hands-on innovation. The Board expressed appreciation for the presentation and the program's positive impact on the school community.

Status: Completed

3. Public Comments

3.1. Public Comments

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

No public comments were made.

Status: Completed

4. Action Items

4.1. Uniform Complaint Procedure Policy

Discuss and take action regarding the updated policy.

Amanda presented the Uniform Complaint Procedure Policy.

Motioned: Bridget

Seconded: Eric

Unanimously Approved (Beth was absent).

Due date:



Status: Completed

Documents

- Board PDF_ iLEAD Lancaster Uniform Complaint Procedures Policy (1).pdf
-

4.2. Employee Harassment, Discrimination, and Retaliation Prevention Policy

Discuss and take action regarding the updated policy.

Amanda presented the Employee Harassment, Discrimination, and Retaliation Prevention Policy.

Motioned: Bridget

Seconded: Eric

Unanimously Approved (Beth was absent).

Due date:

Status: Completed

Documents

- Board PDF_ iLEAD Lancaster Employee Harassment, Discrimination, & Retaliation Prevention Policy (1).pdf
-

4.3. Learner Suspension and Expulsion Policy

Discuss and take action regarding the new policy.

Amanda presented the Learner Suspension and Expulsion Policy.

Motioned: Bridget

Seconded: Eric

Unanimously Approved (Beth was absent).

Due date:

Status: Completed

Documents

- Board PDF_ iLEAD Lancaster Learner Suspension and Expulsion Policy (1).pdf
-

4.4. Internal Complaint Review Policy

Discuss and take action regarding the new policy.

Amanda presented the Internal Complaint Review Policy.

Motioned: Bridget

Seconded: Eric

Unanimously Approved (Beth was absent).

Due date:

Status: Completed

Documents

- Board PDF_ iLEAD Lancaster Internal Complaint Review Policy (1).pdf
-



4.5. Learner Personal Electronic Device Policy

Discuss and take action regarding the new policy.

Amanda presented the Learner Personal Electronic Device Policy.

Motioned: Bridget

Seconded: Eric

Unanimously Approved (Beth was absent).

Due date:

Status: Completed

Documents

- Board PDF_ iLEAD Lancaster Learner Personal Electronic Device Board Policy (1).pdf
-

4.6. Involuntary Disenrollment Policy

Discuss and take action regarding the updated policy.

Amanda presented the Involuntary Disenrollment Policy.

Motioned: Bridget

Seconded: Eric

Unanimously Approved (Beth was absent).

Due date:

Status: Completed

Documents

- Board PDF_ iLEAD Lancaster Involuntary Disenrollment Policy (1).pdf
-

4.7. Alternate Pathways to a Diploma for Students with Disabilities Policy

Discuss and take action regarding the updated policy.

This item was removed from the agenda during Item 1.4 because the policy applies exclusively to high school programs and does not pertain to the school's current grade levels.

Due date:

Status: Parked

4.8. Physical Education Policy

Discuss and take action regarding the updated policy.

Allison presented the Physical Education Policy.

Motioned: Bridget

Seconded: Eric

Unanimously Approved (Beth was absent).

Due date:

Status: Completed



Documents

- Lancaster REVISED Physical Education Policy.docx.pdf
-

4.9. Acceleration and Retention Policy

Discuss and take action regarding the updated policy.

Cassandra presented the Acceleration and Retention Policy.

Motioned: Bridget

Seconded: Eric

Unanimously Approved (Beth was absent).

Due date:

Status: Completed

Documents

- iLEAD Lancaster Acceleration & Retention Policy - Google Docs (1).pdf
-

4.10. Revised Holiday Policy

Discuss and take action regarding the revised Holiday Policy for 2026-2027.

Rick presented the Revised Holiday Policy.

Motioned: Bridget

Seconded: Eric

Unanimously Approved (Beth was absent).

Due date:

Status: Completed

Documents

- Holiday Policy 26-27 Lancaster-Redline for Board Review.pdf
-

4.11. Revised Vacation Policy

Discuss and take action regarding the revised Vacation Policy for 2026-2027.

Rick presented the Revised Vacat Policy.

Motioned: Bridget

Seconded: Eric

Unanimously Approved (Beth was absent).

Due date:

Status: Completed

Documents

- Vacation Policy-Lancaster-20260519-Redline for board approval (1).pdf
-

4.12. School Records, Retention and Disposal Policy



Request approval of School Records and Disposal Policy to follow legally required and allowable storage and purge processes.

Rick presented the School Records, Retention and Disposal Policy.

Motioned: Bridget

Seconded: Eric

Unanimously Approved (Beth was absent).

Due date:

Status: Completed

Documents

- School Record Retention Policy-Lancaster-20260519-Redline for board approval (1).pdf
-

4.13. Learner Records Maintenance, Retention, and Destruction Policy

Request approval of Learner Records Maintenance, Retention, and Destruction Policy to follow legally required and allowable storage and purge processes.

Rick presented the Learner Records Maintenance, Retention, and Destruction Policy.

Motioned: Bridget

Seconded: Eric

Unanimously Approved (Beth was absent).

Due date:

Status: Completed

Documents

- Learner Records Retention Policy-Lancaster-20260519-Redline for board approval (1).pdf
-

4.14. Equity Policy

Request approval of the Equity Policy which is required by the Federal Government due to the receipt of Federal Funding (Title I, Title II, Title IV)

Rick presented the Equity Policy.

Motioned: Bridget

Seconded: Eric

Unanimously Approved (Beth was absent).

Due date:

Status: Completed

Documents

- Equity Policy-Lancaster-20260519-Redline for board approval (1).pdf
-

4.15. Harassment, Discrimination, Intimidation, and Bullying Prevention Policy

Discuss and take action regarding the policy compliant with Safe Place To Learn Act.

Rick presented the Harassment, Discrimination, Intimidation, and Bullying Prevention Policy.



Motioned: Bridget

Seconded: Eric

Unanimously Approved (Beth was absent).

Due date:

Status: Completed

Documents

- Harassment, Discrimination, Intimidation, and Bullying Prevention Policy-Lancaster-20260519 (1).pdf
-

4.16. Revised Employee Guidebook

Discuss and take action on the revision to the Employee Guidebook.

Rick presented the Revised Employee Guidebook.

Motioned: Bridget

Seconded: Eric

Unanimously Approved (Beth was absent).

Due date:

Status: Completed

Documents

- Employee Guidebook-Lancaster-202605-Redline for board approval (1).pdf
-

5. Closed Session

5.1. Public Employee Performance Evaluation

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

The Board entered into Closed Session at 7:29 PM and reconvened into Open Session at 8:09 PM.

Status: Completed

6. Report of Closed Session

6.1. Report of Closed Session

There was no reportable action taken in Closed Session.

Status: Completed

7. Discussion And Reports

7.1. School Director Report

Deborah presented her School Director Report.

Status: Completed

8. Consent Items

8.1. Obsolete Technology and Equipment

Motioned: Bridget

Seconded: Eric

Unanimously Approved (Beth was absent).

Resolution #: 2025.2026.30

Status: Carried

Documents

- iLEAD Lancaster Obsolete (May 2026) (1).pdf

8.2. Personnel Report

Motioned: Bridget

Seconded: Eric

Unanimously Approved (Beth was absent).

Resolution #: 2025.2026.31

Status: Carried

Documents

- 5.19.26_Lancaster_PersonnelReport_.docx (1).pdf

8.3. Check Registers

Motioned: Bridget

Seconded: Eric

Unanimously Approved (Beth was absent).

Resolution #: 2025.2026.32

Status: Carried

Documents

- ilead_lancaster_payment_register_20260513_register.pdf
- ilead_lancaster_payment_register_20260513_summary.pdf

9. Board Comments

9.1. Board Comments

Bridget initiated a discussion regarding board member recruitment. She noted that with Eric's upcoming departure and the frequent travel schedules of existing members, recruiting a few new members would help ensure the board consistently maintains a strong quorum.

Status: Completed

10. Closing Items



10.1. Promotion Dates

The Kindergarten Promotion Ceremony will be held on Wednesday, June 3, 2026 from 9:00 AM -10:30 AM.

The 8th Grade Promotion Ceremony will be held on Thursday, June 4, 2026 from 9:00 AM -11:00 AM.

Status: Completed

10.2. Next Meeting Date

Board Members mark their calendars and confirm quorum.

The next board meeting will be held on Wednesday, June 17, 2026.

Status: Completed

10.3. Adjournment

The meeting was adjourned at 8:28 PM.

Status: Completed

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: iLEAD Lancaster

CDS Code: 19-64667-0125559

School Year: 2026/2027

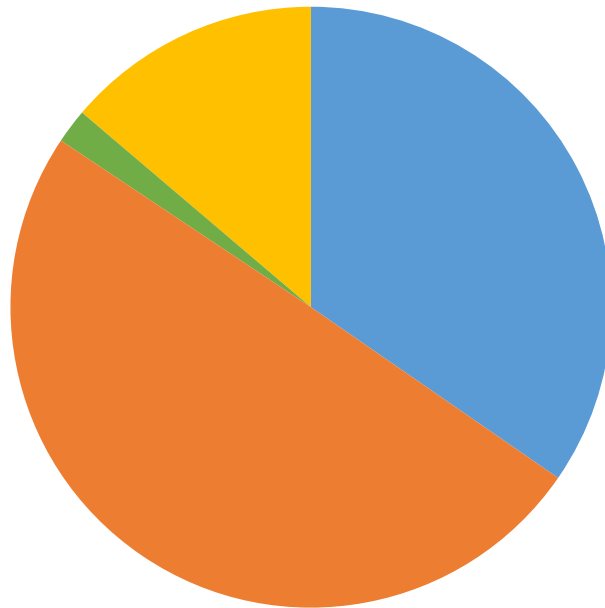
LEA contact information: Deborah Autrey

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026/2027 School Year

Projected Revenue by Fund Source

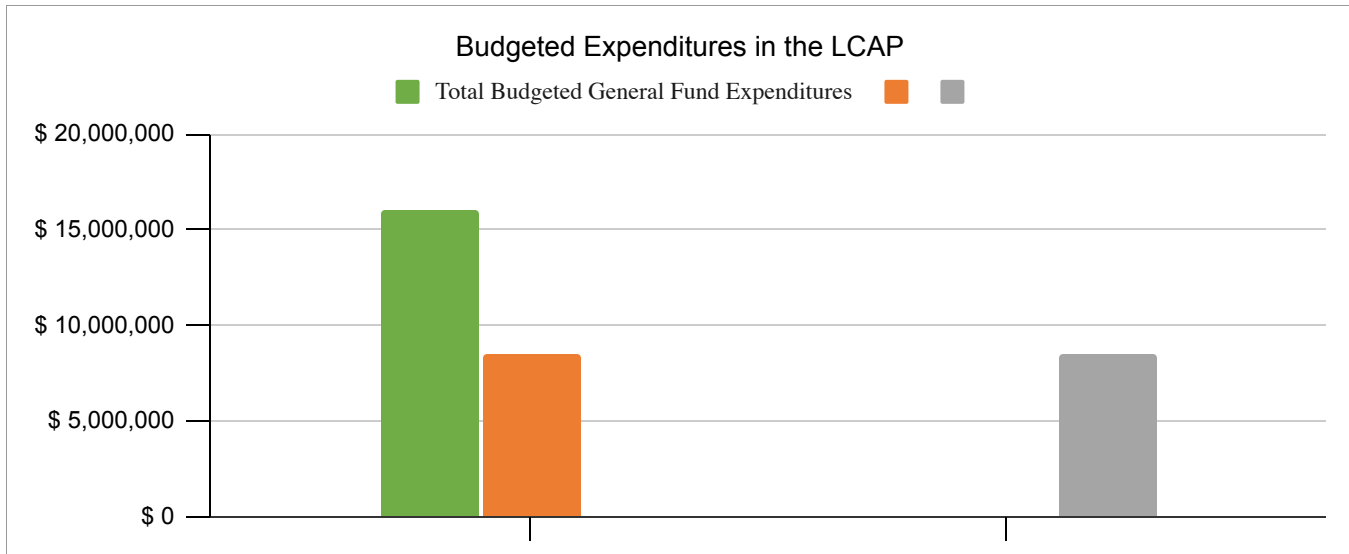
● LCFF supplemental & concentration grants ● All other state funds ● All local funds ● All federal funds



This chart shows the total general purpose revenue iLEAD Lancaster expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for iLEAD Lancaster is \$15,888,210.00, of which \$10,429,209.00 is Local Control Funding Formula (LCFF), \$4,152,792.00 is other state funds, \$155,119.00 is local funds, and \$1,151,090.00 is federal funds. Of the \$10,429,209.00 in LCFF Funds, \$2,890,891.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much iLEAD Lancaster plans to spend for 2026/2027. It shows how much of the total is tied to planned actions and services in the LCAP.

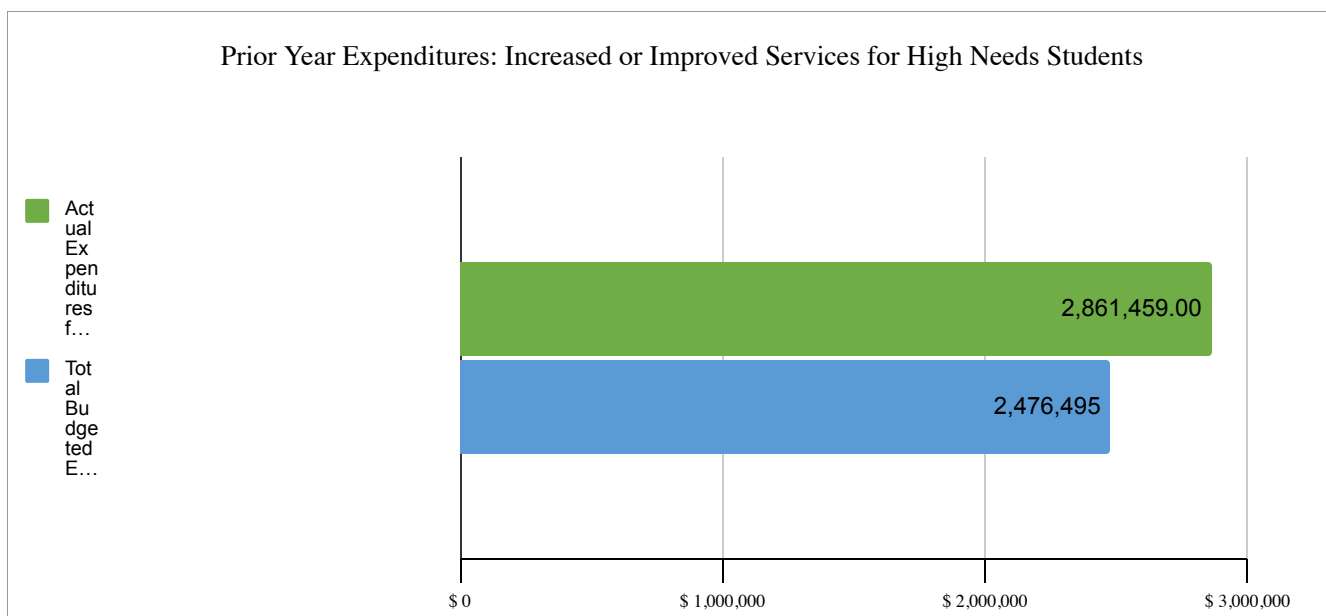
The text description of the above chart is as follows: iLEAD Lancaster plans to spend \$16,033,884.00 for the 2026/2027 school year. Of that amount, \$8,475,106.00 is tied to actions/services in the LCAP and \$7,558,778.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditure not in the LCAP consists of net income designated for economic uncertainties recommended by the district.

Increased or Improved Services for High Needs Students in the LCAP for the 2026/2027 School Year

In 2026/2027, iLEAD Lancaster is projecting it will receive \$2,890,891.00 based on the enrollment of foster youth, English learner, and low-income students. iLEAD Lancaster must describe how it intends to increase or improve services for high needs students in the LCAP. iLEAD Lancaster plans to spend \$2,890,891.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2025/2026



This chart compares what iLEAD Lancaster budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what iLEAD Lancaster estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025/2026, iLEAD Lancaster's LCAP budgeted \$2,476,495.00 for planned actions to increase or improve services for high needs students. iLEAD Lancaster actually spent \$2,861,459.00 for actions to increase or improve services for high needs students in 2025/2026.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
iLEAD Lancaster Charter	Deborah Autrey Director	director@ileadlancaster.org (661) 722-4287

Plan Summary 2026-2027

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

iLEAD Lancaster Charter School, located in Lancaster, California, opened in September 2012. The school serves TK- 8th grades with an enrollment of 769 learners during the 2025-26 school year.

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

The Mission of iLEAD Lancaster Charter School is to empower students to become conscientious, compassionate, and responsible citizens of the world. In this process, we inspire them to become creative thinkers and leaders, with a lifelong love of learning. We accomplish this through individualized instruction, active learning methods, and opportunities for self-directed learning. We celebrate and foster each child’s individuality and support them in discovering their highest potential. We believe each child will be equipped with the skills and knowledge to achieve his or her fullest potential in preparation for college and the demands of the 21st-century workplace.

iLEAD Lancaster offers a learner-centered approach to education that focuses on interdisciplinary project-based learning and social-emotional learning principles while adhering to the Common Core Standards. Social-Emotional Learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Twice a year, learners and facilitators alike reflect on student growth in each of these areas through the use of the iLEAD Comprehensive Growth Card.

Learner performance and achievement are measured by a variety of summative and formative assessments that are aligned to state standards and reflect proficiency measures required by the California Assessment of Student Performance and Progress (CAASPP). To support instructional decision-making, the school utilizes NWEA MAP (Measures of Academic Progress), an adaptive assessment tool approved by the California Department of Education (CDE), as one of several measures to monitor learner progress throughout the year.

Through thoughtfully designed learning environments and the implementation of professional learning on diversity, equity, and inclusion, it is iLEAD Lancaster’s goal to build an engaging and rigorous educational experience with a focus on each learner’s unique strengths to cultivate a love for learning. The school incorporates technology as a regular part of the learning process. School staff work with each learner to develop an individualized learning plan with an emphasis on academic and SEL goals.

The staff also incorporates a variety of methods and best practices, including professional learning, implementation of intentional teaching strategies, analysis of learner performance data, Multi-Tiered Systems of Support (MTSS), and the revision of instruction as necessary to educate all learners and address the unique needs of English Learners, Students with Disabilities, Socioeconomically Disadvantaged, those experiencing Homelessness, and Foster Youth. At iLEAD Lancaster, English learners receive designated and integrated language support throughout the school day. Students with Disabilities are taught in inclusive general education classes as much as possible, according to the needs of their individualized education plans, providing them with the least restrictive environment possible.

Using restorative practices and Leader in Me training, iLEAD Lancaster places a special emphasis on leadership, critical thinking, collaboration, and creativity. School staff encourages leadership in each learner by instilling the confidence and character that inspires others when one thinks for themselves. The school provides humanities, arts, the Makery, a STEM Exploratorium (workspace areas for learners), and hands-on aerospace opportunities.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

A detailed evaluation of iLEAD Lancaster Charter School's performance datasets across the 2023 California School Dashboard and internal localized metrics highlights robust longitudinal growth within our schoolwide climate, early tiered literacy interventions, and family partnership networks. Most notably, the campus engineered a comprehensive turnaround on the CAASPP English Language Arts standardized assessment, with schoolwide ELA indicators improving by +9.8 points over the baseline to reach 72.3 points below standard. This literacy acceleration was heavily driven by positive closure trends among historically underserved student groups, as Socioeconomically Disadvantaged learners advanced by +15.7 points, English Learners improved by +8.0 points, and Hispanic learners increased by +7.0 points, matching a steady upward trend in internal NWEA MAP Reading CGI metrics (+0.11). This instructional momentum is beautifully reflected at the student accountability level, where the percentage of learners meeting their self-identified academic Individual Learning Plan (ILP) milestones surged by +28.7% over the baseline to achieve an outstanding 97.7% rate. Parallel to these achievement gains, the school saw decreases in its exclusionary discipline data, lowering the general student suspension rate by 2.5% to settle at a favorable 3.2% Yellow status. These behavioral corrections were highly pronounced among African American learners, whose suspension rates fell by -5.4% down to 5.7%, and low-income student groups, who experienced a 2.3% reduction to reach 3.8%, while maintaining zero expulsions and a flawless 0% middle school dropout rate. Furthermore, schoolwide wellness initiatives successfully drove down systemic attendance blocks, pushing overall chronic absenteeism down by 4.1% from the baseline to a current rate of 42.9%. This attendance breakthrough was heavily defined by a sweeping 20.3% drop in chronic absenteeism among English Learners (down to 28.6%) and a 3.2% decrease within the African American learner subgroup. These improvements are strongly supported by top-tier community metrics, including a +3.4% increase on annual family surveys to reach a 90.5% satisfaction rating for involvement opportunities and input appreciation, flawless 5-out-of-5 rubric scores across all local parent advisory indicators, an increase in learner safety and connectedness perception to 77.3%, consecutive "good" SARC facility inspections, and maintaining a stable calendar that promoted strong school/home/community partnerships.

Conversely, continuous improvement analyses map critical operational bottlenecks and core instructional areas requiring immediate intervention, particularly concerning state standardized mathematics performance, specialized language acquisition structures, and professional talent cultivation. General student math achievement on the CAASPP platform fell by 3.0 points from baseline tracking, bringing the schoolwide average to 118.7 points below standard. This pattern was further impacted by a 2.0 point baseline dip among Socioeconomically Disadvantaged learners, though English Learners and Hispanic cohorts secured minor state-level math gains of +4.4 points and +1.2 points, respectively. Localized math scores through NWEA MAP demonstrated that overall, learners made 1 year of growth in math. English Learners making annual progress toward English proficiency on the ELPAC dropped to 42.9%. This also reflected in student reclassification metrics, driving the schoolwide reclassification rate down by 15.03% to land at 6.25%. Finally, there was a minor 2.03 drop on the California Science Test (CAST).

2023 California School Dashboard Red Areas (continued LCAP focus for 3-year cycle)

- Chronic Absenteeism and English Language Arts for all learners were red on the 2023 California Dashboard
- Hispanic and socioeconomically disadvantaged learners were red on the 2023 California Dashboard for ELA
- Hispanic learners were red on the 2023 California Dashboard for Math
- African American learners, White learners, and English Learners were red on the 2023 California Dashboard for Chronic Absenteeism
- African American learners and socioeconomically disadvantaged learners were red on the 2023 California Dashboard for Suspension rates

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

The school was identified for Differentiated Assistance based on the 2023 California Dashboard's lowest performance ratings for:

Priority 4 Learning:

- ELA: Hispanic learners and socioeconomically disadvantaged learners
- Math: Hispanic learners

Priority 5 Engagement:

- Chronically Absent for African American learners
- Suspension for African American learners and socioeconomically disadvantaged learners

As part of receiving technical assistance, the school worked with the Los Angeles County Office of Education (LACOE) in the spring of 2024 to attend an all-day collaboration to analyze performance ratings and perform root cause analysis for each area identified under Differentiated Assistance. The school has continued in 25-26 to translate root cause analysis to implementation actions and action monitoring for identified areas of growth through MTSS evidence-based intervention, behavioral supports, family services, engagement opportunities, restorative practices training, and implementation. Most notably, the school is in partnership with LAIRP for a multi-year revamp of restorative practices, school culture, and MTSS supports for behavior and engagement.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

No longer in CSI

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Learners	-Annual surveys -Semi-annual Learner Outcome survey -Listening sessions -Student leadership
Parents/Families	-Annual surveys -Listening sessions -iSUPPORT meetings -School Site Council -Board meetings -ELAC
Staff	Process for Engagement: -Annual Panorama survey -Listening sessions -iSUPPORT meetings -School Site Council -Board meetings -Individual learning plans -PD Exit Ticket surveys
Board	-Monthly board meetings -Annual Board training
Community	-Monthly board meetings -CTE advisory committees -School Site Council
Leadership	-Annual Survey -Monthly School Director Collab -Monthly Operations Collab -Individual Learning Plan -Continuous Improvement Cycle Strategic Meetings

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

As a school of choice, serving the community and its educational partners is a vital component of the school's strategy and operations. The school is committed to the meaningful engagement of its educational partners in the development of the LCAP and is an organic, ongoing process as part of the school's continuous improvement cycle, using street, map, and satellite data to inform decisions.

Annually, feedback from families, learners, community members, board members, staff, and leadership is utilized continuously to evaluate program effectiveness and address state priorities. Upon careful examination of the input received, actions and spending under the school's three goals were maintained to further learner achievement and continue the development of program offerings.

During the school year, iSUPPORT meetings were held to provide opportunities for school staff and families to connect regarding the school program. Informal feedback was also received by families through attendance at schoolwide events. Monthly EL collaborations with the EL coordinators across iLEAD California provided the opportunity for sharing ideas gathered from facilitator and family feedback on how to improve the English learner program.

Twice, learners and staff completed a Learner Outcome Survey, a measure of learner growth in the Schoolwide Learner Outcomes and their progress toward academic, social-emotional, and college/career readiness goals. Additionally, staff and leadership meetings were held monthly to discuss the program, learner progress, and gather/reflect on suggestions for improvements. Parent, staff, and learner surveys regarding aspects of the program were sent in the spring to solicit feedback. These surveys addressed specific aspects of the LCAP (the eight state priorities for the creation of potential action steps). Various learner clubs allowed opportunities for discussion and feedback.

Monthly board meetings were held with the opportunity for anyone from the public to attend (including staff, parents, and learners) and provide public comment. Learner ambassadors serve as a bridge between learner voice and board updates, monthly at board meetings with a monthly learner ambassador report out.

Feedback determined that the LCAP's actions and budget were in alignment with the educational partner's voice. Continued priority on engaging learners through a broad course of study, field studies, and in-person events, and staff who provide high-quality support and intervention were validated by survey and informal feedback. Expanded budget for professional development in the form of conferences was added as a result of staff survey results and requests for more conference opportunities in the area of online learning, college/career readiness, and best practices in curriculum, instruction, and assessment in the emerging area of AI.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	After analysis of effectiveness, this goal remains unchanged based on the 2025 CA Dashboard and survey responses, as it has been effective in addressing state priorities 1, 3, 8, and 4, and closing outcome disparities. Awaken the leader in everyone through Project-Based Learning, Social-Emotional Learning, and Individualized Learning. Cultivate a thriving school community by providing a safe environment, generating active engagement between the school and its educational partners, and ensuring all learners are ready for postsecondary endeavors.	Broad Goal

State priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Goal 1 is a call to action to AWAKEN the leader in all by gathering all educational partners together around the school's iLEAD methodology and vision/mission. Goal 1 is a broad goal and was developed to address state priorities one, three, four, and eight. Data from the California Dashboard, local indicators, and community input were used to develop the goal and actions. This broad goal aims to ensure that every learner is entitled to optimal and equitable conditions of learning by providing basic services as outlined in the school's charter. As a school of choice, it is essential that the school act as the heart of the community it serves, ensuring that industry partners, community partners, families, learners, and staff collaborate to maintain a program that ultimately leads to college/career readiness and well-rounded individuals who have the skills to achieve their goals. Actions in this goal ensure the foundational building blocks of a strong school culture adhere to the school's program as outlined in its charter. Metrics were intentionally selected to support accountability of spending and actions to meet the goal. While most actions in this goal are maintenance actions, this ensures continued prioritization of identified evidence-based initiatives and programs important to the school community.

Actions in this goal will support success in:

- Clean, safe facilities
- Highly qualified staff
- Access to standards-aligned curriculum
- Family/community input in the strategic direction of the school
- College/career readiness

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	SARC FIT Tool- Facilities: Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC). (State Priority 1)	2023-24: The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC).	2024-25: The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC).	2025-26: The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC).	Maintain good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC)	= to Baseline
2	SARC Misassignments of Teachers of English Learners Total Teacher Misassignments (State Priority 1)	21-22 Teachers without Credentials and Misassignments: 3 21-22 Misassignments for English learners: 4.1%	22-23 Teachers without Credentials and Misassignments: 6 22-23 Misassignments for English learners: 8.6%	23-24 Teachers without Credentials and Misassignments: 7 22-23 Misassignments for English learners: 11.7%	Teachers without Credentials and Misassignments: 1 or less Misassignments for ELs: 1% or less	Teachers without Credentials and Misassignments: +5 above Baseline Misassignments for English learners: -7.6 below Baseline

3	Dashboard Local Indicator Survey Rubric: Priority 3 Rubric Local Indicator Priority 3: The local educational agency (LEA) annually measures its progress in (1) seeking input from parents in decision-making (State Priority 1)	2024 Local Indicator Survey Rubric: LEA's progress in creating welcoming environments for all families in the community: 5 LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 5 LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 5 LEA's progress in providing families with information and resources to support student learning and development in the home: 5 LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 5 LEA's progress in providing all families with opportunities to provide input on policies and programs, and	2025 Local Indicator Survey Rubric: Rate the LEA's progress in creating welcoming environments for all families in the community: 5 Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 5 Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 5 Rate the LEA's progress in providing families with information and resources to support student learning and development in the home: 5 Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 5 Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies	2026 Local Indicator Survey Rubric: Rate the LEA's progress in creating welcoming environments for all families in the community: 5 Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 5 Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 5 Rate the LEA's progress in providing families with information and resources to support student learning and development in the home: 5 Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 5 Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community: 5 Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design,	Maintain 4's and 5's on Local Indicator Survey Rubric Questions	= to Baseline
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		implementing strategies to reach and seek input from any underrepresented groups in the school community: 5 LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 5	to reach and seek input from any underrepresented groups in the school community: 5 Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 5	implement and evaluate family engagement activities at school and district levels: 5		
4	Annual Educational Partner Engagement Opportunities, such as: School Site Council iSUPPORT Annual Panorama Surveys Monthly Board Meetings Other Opportunities (State Priority 3)	2024: 15 Educational Partner Engagement Opportunities Annually	2024-2025: 15 Educational Partner Engagement Opportunities occurred	2025-2026: 15 Educational Partner Engagement Opportunities occurred	Maintain or increase the number of engagement opportunities	= to Baseline

5	Parental participation in programs for unduplicated pupils (UDPs) and individuals with exceptional needs: English Learner Advisory Committee Homeless/Foster /EL Liason Outreach FIEP Process (State Priority 3)	2024 Opportunities: 10 programs for parents of UDPs and individuals with exceptional needs	2024-2025: 10 programs for parents of UDPs and individuals with exceptional needs	2025-2026: 10 programs for parents of UDPs and individuals with exceptional needs	Maintain or increase programs for parents of UDPs and individuals with exceptional needs	= to Baseline
6	Annual Educational Partner Survey: Family Engagement, Perception, and Strategic Input (State Priority 3)	Baseline 2024-2025: 87.1% of families feel that "the school provides adequate opportunities for me to be involved in my child's education," and "the school values and incorporates my input as an educational partner."	Same as Baseline	2025-2026: 90.5% of families feel that "the school provides adequate opportunities for me to be involved in my child's education," and "the school values and incorporates my input as an educational partner."	Target: Maintain at or above 85%	+3.4% above Baseline

Goal Analysis for 2025-2026

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the past school year, iLEAD Lancaster focused heavily on deepening its family-school partnerships and maintaining welcoming, safe physical environments.
Successes: Standard-aligned campus facilities consistently achieved an optimal "good" operational status on consecutive SARC Facility Inspection Tool audits. The school thoroughly executed its community engagement plan by facilitating 15 annual educational partner engagement opportunities and hosting 10 specialized programs tailored for the families of unduplicated pupils and exceptional needs learners. Local self-reflection indicators remained immaculate, maintaining top rubric ratings of 5 out of 5 across all categories, including establishing welcoming environments, maintaining two-way communication channels, and gathering input for policy decisions. Furthermore, annual survey metrics showed positive growth, with family engagement and appreciation satisfaction expanding by 3.4% over the baseline to reach 90.5%. An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. Material differences between budgeted and estimated actual expenditures, as well as planned and estimated actual percentages of improved services, for the 2025-2026 school year are primarily attributable to a decrease in student enrollment. These changes directly impacted the Local Control Funding Formula (LCFF) allocations, necessitating adjustments to planned spending. The school's agility in adapting to these financial shifts allowed for continued prioritization of identified evidence-based initiatives and programs important to the school community. A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. Highly Effective (Actions 1.1, 1.4, & 1.5): Physical asset management and family engagement strategies were highly effective. These actions successfully generated maximum local indicator rubric scores, sustained a robust schedule of 15 annual educational forums, and elevated overall parent satisfaction scores to a strong 90.5%. Less Effective (Actions 1.2 & 1.3): Core personnel recruitment and retention frameworks underperformed. However, the SARC state released data is a full year behind, so trends are from 23-24 rather than 24-25. A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice. There are no planned changes to the goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice. Implementation within each action will be thoughtfully planned and executed by school leadership and staff to make adjustments in areas where metrics declined.
A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Maintain Safe, Clean, 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.	\$842,805.00	No
2	1.2 Fund High-Quality Staff	Leadership and HR will recruit and retain fully credentialed and appropriately assigned staff to provide high-quality instruction and support for all learners.	\$3,278,644.00	No

3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	Learning Recovery Block Grant Action 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. Tying LREBG funds to Action 1.3 directly aligns with the grant's purpose of accelerating academic progress, mitigating learning loss, and addressing the socio-emotional needs of students disproportionately impacted by the pandemic. By recruiting and retaining high-quality staff, we are directly investing in the human capital necessary to deliver the targeted, differentiated instruction and comprehensive support services required for effective learning recovery. This action is a foundational investment that underpins the success of all other recovery efforts, ensuring that our English learners, homeless/foster youth, and socioeconomically disadvantaged students receive the dedicated, expert attention they need to thrive. Metric 2.8 will be utilized to monitor this action	\$2,341,428.00	Yes
4	1.4 Inclusively Collaborate with Educational Partners	Outreach, leadership, and staff will offer multiple ways for educational partners to engage in and contribute to the school community. Through family groups, volunteer opportunities, family education initiatives, and outreach strategies, the school will ensure that all educational partners are valued and have the opportunity to contribute to the school's vision and mission. The school will also conduct an annual survey for input on the school and its programs as well as collect data from board meetings, School Site Council meetings, iSUPPORT meetings, and ELAC meetings to ensure that educational partners' voices are included in ongoing continuous improvement efforts.	\$107,685.00	No
5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils	Outreach, leadership, and staff will incorporate multiple ways for educational partners to engage in and contribute to the school community. Through family groups, family education opportunities, volunteer opportunities, family education initiatives, and outreach strategies, the school will ensure that all educational partners are valued and have the opportunity to contribute to the school's vision and mission. The school will also conduct an annual survey for input on the school and its programs as well as collect data from board meetings, School Site Council meetings, iSUPPORT meetings, and ELAC meetings to ensure that educational partners' voices are included in ongoing continuous improvement efforts.	\$307,794.00	Yes
6	1.6 Build Social Capital and Recognize and Celebrate Learner Achievement	Counselors and leadership will maximize opportunities for learners to prepare for high school and college/career, be recognized for achievements, and build social capital.	\$68,025.00	No

Goal

Goal #	Description	Type of Goal
2	After analyzing effectiveness, the goal remains unchanged based on the 2025 CA Dashboard and survey responses, as the goal has been effective in addressing state priorities 2, 4, and 7, and closing outcome disparities. Build Lifelong Learners and Design Thinkers by providing all learners with a rigorous, creative, and broad program to maximize academic achievement as outlined in the school's charter.	Broad Goal

State priorities addressed by this goal.

2, 4, 7

An explanation of why the LEA has developed this goal.

Goal 2 focuses on academic excellence and accountability to rigorous academic programming that leads to two of the school's Learner Outcomes: Lifelong Learning and Design Thinking. It addresses state priorities two, four, and seven. This broad goal calls the school community to BUILD a core academic program through multi-tiered systems of support, project-based learning, and strong practices of teaching and learning. This goal calls on our staff to utilize both time-tested and innovative strategies to ensure that all learners meet their growth goals. Data from the California Dashboard, local indicators, and community input were used to develop the goal and actions. This goal goes beyond basic access to core programming. Rather, its metrics and actions ensure individualized learning and support for both learners and staff so that they may set and attain their individual learning goals as well as make progress toward mastery of state standards and California Teaching Performance Expectations. Actions in this goal ensure that curriculum, instruction, and assessment in addition to staff development are prioritized in school spending. Metrics are curated to balance external data sources with internal data to show the whole picture in measuring academic performance.

Actions in this goal will support success in:

- Learner achievement in ELA, Math, Science
- Staff development in implementing evidence-based best practices in alignment with the vision, mission, and values of the school
- Family/Community input in the strategic direction of the school
- College/career readiness

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	Dashboard Local Indicator Survey Rubric Priority 2B: Access to standards-aligned instructional materials (State Priority 2)	2024 Dashboard Local Indicator Survey Rubric Priority 2B: Access to standards-aligned instructional materials: ELA: 5 ELD: 5 Math:5 Next Generation Science Standards: 5 History-Social Science: 5	2025 Dashboard Local Indicator Survey Rubric Priority 2B: Access to standards-aligned instructional materials: ELA: 5 ELD: 5 Math:5 Next Generation Science Standards: 5 History-Social Science: 5	2026 Dashboard Local Indicator Survey Rubric Priority 2B: Access to standards-aligned instructional materials: ELA: 5 ELD: 5 Math:5 Next Generation Science Standards: 5 History-Social Science: 5	4's and 5's in all content areas	= to Baseline
2	Implementation of state standards through Professional Development and coaching: number of dedicated staff professional development/work days annually (State Priority 2)	2023-2024: 22 dedicated staff professional development/no learner days annually	2024-2025: 22 dedicated staff professional development/work days	2025-2026: 22 dedicated staff professional development/work days	22 dedicated staff professional development/no learner days annually	= to Baseline
3	Annual Panorma Staff Survey: Professional Development (State Priority 2)	2025: 82.7% of staff had favorable responses (agree or strongly agree) on survey questions related to professional development and professional growth.	Same as baseline	2026: 67.9% of staff had favorable responses (agree or strongly agree) on survey questions related to professional development and professional growth.	Target: Maintain at or above 80%	-14.8 from Baseline

4	Dashboard Local Indicator Survey Rubric Priority 2C Local Indicator Survey: Priority 2C - Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified (State Priority 2)	2024 Local Indicator Survey Rubric Priority 2C: ELA: 5 ELD: 5 Math: 5 Next Generation Science Standards: 5 History-Social Science: 5	2025 Local Indicator Survey Rubric Priority 2C: ELA: 5 ELD: 5 Math: 5 Next Generation Science Standards: 5 History-Social Science: 5	2026 Local Indicator Survey Rubric Priority 2C: ELA: 5 ELD: 5 Math: 5 Next Generation Science Standards: 5 History-Social Science: 5	Maintain 4's and 5's in each content area	= to Baseline
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5	CA Dashboard Indicator: CAASPP English Language Arts (State Priority 4)	All Learners 2023 95% CAASPP Participation Rate - ELA ELA: 82.1 points below standard (red) 68.5 points below state English Learners 2023: 100% CAASPP Participation Rate - ELA ELA: 102.9 points below standard (orange) 35.2 points below state Hispanic Learners 2023 94% CAASPP Participation Rate - ELA ELA: 81.2 points below standard (red) 41 points below state Socioeconomically Disadvantaged Learners 2023 95% CAASPP Participation Rate - ELA ELA: 92.3 points below standard (red) 49.7 points below state	All learners 2024: 94.7% CAASPP Participation Rate - ELA ELA: 77.7 points below standard (orange) improved 4.4 points and 64.2 points below state English learners 2024: 92% CAASPP Participation Rate - ELA ELA: 92.9 points below standard (orange) improved 10 points and 25.3 points below state Hispanic Learners 2024 94.3% CAASPP Participation Rate - ELA ELA: 73.7 points below standard (orange) improved 7.5 points 34.4 points and below state Socioeconomically Disadvantaged Learners 2024 95% CAASPP Participation Rate - ELA ELA: 81 points below standard (orange) improved 11.3 points and 40.1 points below state	2025: 98% CAASPP Participation Rate - ELA ELA: 72.3 points below standard (orange) improved 5.4 points and 64.2 points below state English learners 2025: 100% CAASPP Participation Rate - ELA ELA: 94.9 points below standard (red) maintained (-2) and 35 points below state Hispanic Learners 2025 98% CAASPP Participation Rate - ELA ELA: 74.2 points below standard (red) maintained (-.5) 40.5 points and below state Socioeconomically Disadvantaged Learners 2025 98% CAASPP Participation Rate - ELA ELA: 76.6 points below standard (orange) improved 4.3 points and 41.3 points below state	All students: 30 points closer to standard Subgroups: 15 points closer to standard	All Learners Participation Rate: +3% from Baseline ELA: +9.8 points from Baseline English Learners Participation Rate: 0% change from Baseline ELA: +8.0 points from Baseline Hispanic Learners Participation Rate: +4% from Baseline () ELA: +7.0 points from Baseline Socioeconomically Disadvantaged Learners Participation Rate: +3% from Baseline ELA: +15.7 points from Baseline
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6	CA Dashboard Indicator: CAASPP Mathematics (State Priority 4)	All Learners 2023: 94.9% CAASPP Participation Rate - Math Math: 115.7 points below standard (orange) 66.6 points below state English Learners 2023: 100% CAASPP Participation Rate - Math Math: 129.5 points below standard (orange) 36.1 below state Hispanic Learners 2023 94% CAASPP Participation Rate - Math Math: 117.6 points below standard (red) 36.8 points below state Socioeconomics Learners 2023 95% CAASPP Participation Rate - Math Math 122.4 points below standard (orange) 41.6 points below state	All Learners 2024: 94.7% CAASPP Participation Rate - Math Math: 121.1 points below standard (red) declined 5.5 points and 73.5 points below state English Learners 2024: 96% CAASPP Participation Rate - Math Math: 119.5 points below standard (orange) improved 10 points and 26.1 below state Hispanic Learners 2024 94.7% CAASPP Participation Rate - Math Math: 112.2 points below standard (orange) improved 5.4 points and 33 points below state Socioeconomics Learners 2024 95% CAASPP Participation Rate - Math Math 126.3 points below standard (red) declined 3.9 points and 48.1 points below state"	2025: 94.7% CAASPP Participation Rate - Math Math: 118.7 points below standard (red) increased 2.4 points and 76.3 points below state English learners 2024: 96% CAASPP Participation Rate - Math Math: 125.1 points below standard (red) declined 5.6 points and 39 below state Hispanic Learners 2024 94.7% CAASPP Participation Rate - Math Math: 116.4 points below standard (red) increased 5.6 points and 42.8 points below state Socioeconomics Learners 2024 95% CAASPP Participation Rate - Math Math 124.4 points below standard (red) increased 1.9 points and 51.5 points below state	All students: 30 points closer to standard Subgroups: 15 points closer to standard	All Learners Participation Rate: -0.2% from Baseline Math: -3.0 points from Baseline English Learners Participation Rate: -4% from Baseline Math: +4.4 points from Baseline Hispanic Learners Participation Rate: +0.7% from Baseline Math: +1.2 points from Baseline Socioeconomically Disadvantaged Learners Participation Rate: 0% change from Baseline Math: -2.0 points from Baseline
7	California Science Test: CAST (State Priority 4)	2023: 14.1 Met or Exceeded Standard	2024: 8.97% Met or Exceeded Standard	2025: 12.07% Met or Exceeded Standard	Increase 9%	-2.03 from Baseline

8	NWEA Measures of Academic Progress (MAP) Conditional Growth Index (CGI) ELA and Math (State Priority 4)	2024: NWEA MAP Spring 2024 All Students Reading CGI: -.20 NWEA MAP Spring 2024 All Students Math CGI: -.20	2025: NWEA MAP Spring 2024 All Students Reading CGI: -.1 NWEA MAP Spring 2024 All Students Math CGI: 0	2026: NWEA MAP Spring 2024 All Students Reading CGI: -.09 NWEA MAP Spring 2024 All Students Math CGI: -.20	Maintain at or above -.2	Reading CGI: +0.11 above Baseline Math CGI: = to Baseline
9	CA School Dashboard: English Learners who make progress toward English Proficiency (ELPAC) (State Priority 4)	2023: 81.8% making progress toward proficiency (blue) 33.1% above state	2024: 30.8% making progress toward proficiency (no color) 14.9% below state	2025: 42.9% making progress toward proficiency (no color) 3.5% below state	Maintain above 80%	-37.1% from Baseline
10	Internally Calculated English Learner Reclassification Rate As Outlined By State (State Priority 4)	2023: 21.28%	2024: 7.69%	2025: 6.25%	Maintain at or above 20%	-15.03 from Baseline
11	Access to and enrollment in a broad course of study internally measured: TK-8 Exploratory (Elective) Offerings (State Priority 7)	2024: 10 Exploratories Offered	2024-2025: 10 Exploratories Offered	2025-2026: 10 Exploratories Offered	Maintain or increase total number of offerings	= to Baseline

12	Academic Individual Learning Plan (ILP) Goal: % of learners who meet their self-identified ILP academic goal from fall to spring annually as measured by credentialed teacher observation and data on the annual survey. (State Priority 4)	2024: 69% of learners met their self-identified academic goal	2025: 95.2% of learners met their self-identified academic goal	2026: 97.7% of learners met their self-identified academic goal	75% of learners will meet their self-identified academic goal	+28.7% above Baseline
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Goal Analysis for 2025-2026

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The school secured exceptional, wide-scale achievement turnarounds on state standardized literacy assessments and personalized student goals, though math and systemic English proficiency models highlighted clear areas for growth.

Successes: Local indicator toolsets verify that 100% of learners maintained immediate, uninhibited access to standards-aligned Tier I instructional tools across all core fields. Individual learning accountability experienced a massive lift, with the percentage of learners meeting their self-identified academic milestones soaring by + 28.7% above baseline to reach 97.7%. Most notably, the school made large gains on the CAASPP English Language Arts indicator, securing across-the-board gains. Schoolwide ELA profiles rose by +9.8 points over baseline, driven by outstanding turnarounds among Socioeconomically Disadvantaged learners (+ 15.7 points), English Learners (+8.0 points), and Hispanic learners (+7.0 points). Furthermore, internal NWEA MAP longitudinal assessment tracking showed steady progress in Reading CGI, moving up +0.11 from the baseline.

Challenges: Standardized state mathematics performance remained lower, with schoolwide CAASPP Math indicators dropping -3.0 points below baseline to a current position of 118.7 points below standard, a decline influenced by a -2.0 point baseline drop within our low-income learner groups. However, internal math data (NWEA Math) showed that learners on average grew a full grade level over the year (-.2). English Learners making positive growth toward English proficiency on the ELPAC dropped to 42.9%. The school's reclassification metrics were also lower than expected at 6.25%. Staff professional development culture on the annual staff survey dipped to 67.9%.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between budgeted and estimated actual expenditures, as well as planned and estimated actual percentages of improved services, for the 2025-2026 school year are primarily attributable to a decrease in student enrollment. These changes directly impacted the Local Control Funding Formula (LCFF) allocations, necessitating adjustments to planned spending.

The school's agility in adapting to these financial shifts allowed for continued prioritization of identified evidence-based initiatives and programs important to the school community.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Highly Effective (Actions 2.1 & 2.4): Tier I curriculum curation and localized MTSS literacy intervention pathways were highly effective. These actions directly generated double-digit performance growth across low-income and Hispanic subgroups on the CAASPP ELA platform and maximized academic ILP goal defenses.

Less Effective (Actions 2.2, 2.3, & 2.5): Specialized math and English Language Development (ELD) tiered strategies demonstrated limited effectiveness, as shown by multi-point drops on the ELPAC, diminished reclassification rates, and lower state math scores. Additionally, professional development coordination under Action 2.5 was less effective at maintaining high staff satisfaction benchmarks.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no planned changes to the goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice. Implementation within each action will be thoughtfully planned and executed by school leadership and staff to make adjustments in areas where metrics declined.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 Ensure Access to Standards-Aligned, Tier I Instructional Materials	Leadership and certificated staff will ensure that all learners have access to and are engaged with standards-aligned, Tier I instructional materials including technology, paper and/or digital curriculum as appropriate, and other instructional materials as needed to support academic achievement.	\$269,272.00	No
2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Leadership, certificated staff, and support staff will ensure that all learners have access to standards-aligned instructional materials including technology, paper and/or digital curriculum as appropriate, and other instructional materials as needed that remove barriers to learning and support academic achievement.	\$349,233.00	Yes
3	2.3 Deliver Effective ELD Programming	The EL Coordinator and school staff will apply professional learning, data, and resources to provide English learners with support for academic achievement through designated and integrated ELD instruction, monitoring and data protocol, ongoing professional development and support, engagement of families of English learners through ELAC, and other evidence-based strategies.	\$29,800.00	Yes
4	2.4 Implement MTSS and PBL Instruction and Assessment with Fidelity	Certificated staff will utilize strong project-based learning and multi-tiered systems of support for ELA, Math, and Science to maximize academic achievement. Staff will provide evidence-based instruction, intervention, and support to increase achievement in ELA and Math as measured by	\$261,734.00	No

		CAASPP scores with a particular focus on Hispanic learners and socioeconomically disadvantaged learners in ELA and Hispanic learners in Math. LREBG Action: Tying LREBG funds to Action 2.4 directly aligns with the grant's purpose of accelerating academic progress, mitigating learning loss, and addressing the socio-emotional needs of students disproportionately impacted by the pandemic. By investing in the fidelity of MTSS and PBL implementation, we are empowering certificated staff with the instructional frameworks and methodologies proven to maximize academic achievement across all student groups. This action is a comprehensive strategy for creating a dynamic, responsive, and engaging learning environment that effectively addresses post-COVID academic and socio-emotional recovery, ensuring all students can reach their full potential through integrated academic/SEL systems. Metric 2.8 will be utilized to monitor this action. Differentiated Assistance: This action will be used to support DA for: ELA: Hispanic learners and socioeconomically disadvantaged learners Math: Hispanic learners 2023 Dashboard: This goal will be used to support subgroups from the 2023 Dashboard who were Red on the Dashboard in the following areas: ELA: Hispanic and socioeconomically disadvantaged learners Math: Hispanic learners		
5	2.5 Foster a Staff Culture of Excellence through Lifelong Learning	All staff will engage in a variety of professional development activities that enhance the iLEAD methodology, equity, California Content Standards, and California Standards for the Teaching Profession to increase the effectiveness of instruction to all learners.	\$285,435.00	No

Goal

Goal #	Description	Type of Goal
3	After year 1 analysis, this goal remains the same based on the 2025 CA Dashboard and survey responses, as the goal has been effective in addressing state priorities 5 and 6 and closing outcome disparities. Champion Empathetic Citizens and Authentic Individuals who feel safe, supported, and encouraged by their school community.	Broad Goal

State priorities addressed by this goal.

5, 6

An explanation of why the LEA has developed this goal.

Goal 3 recognizes the whole child and the importance of whole-child education. This broad goal calls on the learning community to CHAMPION each learner in a village mentality of raising the leaders of tomorrow. Addressing state priorities five and six, this goal ensures the development of Authentic Individuals and Empathetic Citizens, two of the school's Learner Outcomes. Data from the California Dashboard, local indicators, and community input were used to develop the goal and actions in addition to local, state, and national trends in school attendance, mental health, and evidence connecting student wellbeing and student achievement. Through evidence-based social-emotional learning, a commitment to individualized learning, and programming that engages today's youth, actions in this goal make a clear connection to success on critical metrics on the California Dashboard in addition to internal metrics.

Actions in this goal will support success in:

- Attendance and chronic absenteeism
- Graduation rates and dropout rates
- Suspension and expulsion rates
- Learner safety, connection, and wellbeing
- Personalized/individualized learning

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CALPADS Attendance Rates (State Priority 5)	2022-2023 Attendance Rate: 88.1%	2023-2024 Attendance Rate: 88.6%	2024-2025 Attendance Rate: 89.45%	Increase 5%	+1.35 above Baseline

2	CA School Dashboard: Chronic Absenteeism (State Priority 5)	2023: 47% chronically absent (red) 22.7% above state level African American 2023 Dashboard: 52.2% chronically absent (red) 15.8% above state level English learners: 48.9% chronically absent (red) 22.6% above state level White: 35.6% chronically absent (red) 14.9% above state level	2024: 42.0% chronically absent (yellow) declined 4.2% and 24.3% above state level African American 2023 Dashboard: 51.9% chronically absent (red) 20.6% above state level English learners: 51.5% chronically absent (red) 31.4% above state level White: 26.7% chronically absent (orange) 13.2% above state level	2025: 42.9% chronically absent (red) maintained % and 25.8% above state level African American 2023 Dashboard: 49% chronically absent (orange) English learners: 28.6% chronically absent (orange) declined 22.9% White: 39.7% chronically absent (red)	Decrease 5%	All Students Chronic Absenteeism Rate: -4.1% from Baseline African American Chronic Absenteeism Rate: -3.2% from Baseline English Learners Chronic Absenteeism Rate: -20.3% from Baseline White Chronic Absenteeism Rate: +4.1% from Baseline
3	CALPADS: Middle School Dropout Rate (State Priority 5)	2023: Middle School: 0%	2024: Middle School: 0%	2024: Middle School: 0%	Maintain below 1%	= to Baseline
4	CA School Dashboard: Suspension Rate (State Priority 6)	2023: 5.7% suspended (orange) 1.8% above state level African American 11.1% suspended (red) 1.6% above state level Socioeconomically Disadvantaged 6.1% suspended (red) 2.3% above state level	2024: 5.6% suspended (orange) decreased by .3% and 2.4% above state level African American 10.6% suspended (orange) 2.2% above state level Socioeconomically Disadvantaged 6.1% suspended (green) 2.1% above state level	2025: 3.2% suspended (yellow) decreased by 2.4% and .3% above the state level African American 5.7% suspended (yellow) 2% below state level Socioeconomically Disadvantaged 3.8% suspended (yellow) .2% above state level	Decrease by 6%	All Students Suspension Rate: -2.5% from Baseline African American Suspension Rate: -5.4% from Baseline Socioeconomically Disadvantaged Suspension Rate: -2.3% from Baseline

5	CA School Dashboard: Expulsion Rate (State Priority 6)	2023: 0	2024: 0	2025: 0	Maintain below 1%	= to Baseline
6	Annual Educational Partner Survey: Student Perception of School Safety and Connectedness (State Priority 6)	Baseline 2024-2025: 77% of learners reported that they "feel safe" and "know who to talk to and/or what to do if I feel unsafe".	Same as baseline	2025-2026: 77.3% of learners reported that they "feel safe" and "know who to talk to and/or what to do if I feel unsafe"	Target: Increase to and maintain at or above 80%	+.3 above Baseline
7	Extracurricular Opportunities Offered (State Priority 6)	2024: 5 extra-curricular opportunities offered annually	2025: 5 extra-curricular opportunities offered annually	2026: 5 extra-curricular opportunities offered annually	Maintain at or above 3 opportunities	= to Baseline

Goal Analysis for 2025-2026

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

iLEAD Lancaster demonstrated exceptional progress in lowering exclusionary discipline rates schoolwide and expanding student attendance, though localized cultural re-engagement metrics presented a few challenges.

Successes: The school secured excellent, multi-point drops across schoolwide suspension metrics. The general student suspension index fell by -2.5% over the implementation window to settle at 3.2%, achieving a favorable Yellow designation on the California Dashboard. Subgroup suspension adjustments were equally impressive, with exclusionary discipline rates for African American learners dropping by -5.4% (down to 5.7%) and low-income learner suspensions decreasing by -2.3% (down to 3.8%). Expulsion records and middle school dropout tallies were both perfectly suppressed at a clean 0% baseline. Furthermore, general student presence expanded, with overall CALPADS attendance rates rising by +1.35% to reach 89.45%. Widespread chronic absenteeism also dropped by -4.1% schoolwide, driven primarily by an outstanding -20.3% drop in chronic absenteeism among English Learners (down to 28.6%) and a -3.2% decrease within the African American learner subgroup.

Challenges: Despite macro-level attendance improvements, chronic absenteeism levels remain high schoolwide. This persistence was heavily driven by a negative trend within our White student cohort, whose chronic absenteeism rates expanded by +4.1% over baseline tracking to hit 39.7%. Coinciding with these patterns, student localized perception trends remained flat, with general student safety and campus connectedness indices ticking upward by a minor +0.3% to settle at a 77.3% favorable baseline rating.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between budgeted and estimated actual expenditures, as well as planned and estimated actual percentages of improved services, for the 2025-2026 school year are primarily attributable to a decrease in student enrollment. These changes directly impacted the Local Control Funding Formula (LCFF) allocations, necessitating adjustments to planned spending.

The school's agility in adapting to these financial shifts allowed for continued prioritization of identified evidence-based initiatives and programs important to the school community.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Highly Effective (Actions 3.1, 3.2, & 3.3): Trauma-informed behavioral frameworks, Leader in Me systems and expanded counseling protocols were highly effective. These systems successfully reduced suspension rates across historically impacted minority subgroups, kept dropouts at zero, and dramatically lowered chronic absenteeism among English Learners and African American cohorts.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no planned changes to the goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice. Implementation within each action will be thoughtfully planned and executed by school leadership and staff to make adjustments in areas where metrics declined.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 Commit to Proactive and Restorative Discipline Practices	Leadership and Learning Support will provide training, resources, and support for all staff to utilize Love and Logic, 7 Habits, and Restorative Practices through a trauma-informed lens to support a safe, positive, and restorative learning environment where discipline is used as an effective tool in developing self-efficacy and resilience in all learners.	\$136,292.00	No
2	3.2 Implement Multi-Tiered Systems of SEL Support (repeated expenditure, Goal 3, Action 1)	Using MTSS, the school will provide training, resources, and supports to staff, families, and learners so that all learners have access to appropriate SEL systems and strategies to support mental health, safety, and well-being. Using MTSS, the school will provide training, resources, and supports to counselors, staff, families, and learners so that all learners have access to appropriate SEL systems and strategies to support mental health, safety, and well-being and reduce chronic absenteeism and suspension rates, with a particular focus on suspension rates for African American learners and socioeconomically disadvantaged learners and chronic absenteeism rates for African American learners, white learners, and English learners. All learners will have access to high-quality counseling and resources to enforce a high standard of excellence.	\$0.00	No
3	3.3 Increase and Improve Counseling and Services for High-Needs Learners	Leadership will ensure increased access and improved services for English learners, homeless youth, foster youth, and socioeconomically disadvantaged youth to increase SEL, graduation rates, and access to additional services needed that remove barriers to learning.	\$238,880.00	Yes
4	3.4 Nurture a Safe and	All staff will personalize learning and ensure that all learners have opportunities to feel engaged in	\$361,872.00	No

Engaging School Environment That Learners Are Excited About	whole-child education. The school will provide events, extracurricular offerings, leadership opportunities, and meet the community needs as indicated through educational partner feedback to support engagement. Re-engagement and support systems will be implemented to support families in meeting high attendance expectations. LREBG Action: Tying LREBG funds to Action 3.4 directly aligns with the grant's purpose of addressing the socio-emotional needs of students disproportionately impacted by the pandemic. By investing in an engaging school environment where all are able to attend and feel like an authentic individual, we are empowering learners to come ready for maximum growth and achievement. This action is a comprehensive strategy for creating a dynamic, responsive, and engaging learning environment that effectively addresses post-COVID academic and socio-emotional recovery, ensuring all students can reach their full potential through integrated academic/SEL systems. Metric 3.2 and 3.6 will be utilized to monitor this action. Differentiated Assistance: This action will be used to support DA in the following: Chronically Absent for African American learners Suspension for African American learners and socioeconomically disadvantaged learners Based on the 2023 Dashboard, this action will support the following: -African American learners, White learners, and English Learners were red on the 2023 California Dashboard for Chronic Absenteeism -African American learners and socioeconomically disadvantaged learners were red on the 2023 California Dashboard for Suspension rates		
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,890,891.00	\$302,157.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
58.54%	0.00%	\$0.00	58.54%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 3	In this implementation year of the local control and accountability plan, feedback from our educational partners was used to analyze the impact of the goals and actions as well as to continue to prioritize and align spending to actions/metrics. Specifically, feedback came from annual surveys from families, staff, and learners. It was determined that while progress was made in this action item in the 25-26 school year, funding should continue to make lasting progress. Socioeconomically disadvantaged learners were 10 points lower in ELA on the 2023 California Dashboard than the all-student group and 7 points lower in Math on the 2023 California Dashboard than the all-student group. English Learners were 21 points lower in ELA on the 2023 California Dashboard than the all-student group and 15 points lower in Math on the 2023 California Dashboard than the all-student group. Foster youth were 11 points lower in ELA on the 2023 California Dashboard than the all-student group and 3 points lower in Math on the 2023 California Dashboard than the all-student group.	Based on best practices, root cause analysis, and staff listening sessions, the school will continue to fund classified support staff and additional credentialed staff to better support the needs listed above. High-quality staff allows for the implementation of multi-tiered systems of support for academic intervention. Small groups, individual tutoring, team teaching, and additional 1:1 meeting time with learners and families provide a safety net of additional support using evidence-based strategies that increase engagement and academic achievement. These actions are being provided on a school-wide basis because all learners can benefit from additional staffing, as an intervention at the school happens in a push-in model that supports inclusion and the success of all learners in a project-based learning environment.	Success will be tracked through SARC teacher assignment data, annual surveys, and monthly observation and discussion in leadership and operations meetings. (metric 1.2)

Goal 1, Action 5	In this implementation year of the local control and accountability plan, feedback from our educational partners was used to analyze the impact of the goals and actions as well as to continue to prioritize and align spending to actions/metrics. Specifically, feedback came from annual surveys from families, staff, and learners. It was determined that while progress was made in this action item in the 24-25 school year, funding should continue to make lasting progress. While overall annual family survey data indicated that family connection to academic engagement is high with a 95% satisfaction rate, families of English learners reported a 1% lower engagement rate with the school than the all-family survey results. state-wide data also shows a higher instance of adverse childhood experiences for socioeconomically disadvantaged, homeless, and foster youth. This data, along with listening session data shows the need for a trauma-informed, culturally competent approach that engages the whole community in learner success. Family surveys also indicated a strong need for iSUPPORT meetings, in-person activities and meet-ups, and family support, particularly those families of students with disabilities.	The school will prioritize funding to increase/improve services through leadership and office support to provide culturally competent, trauma-informed family support and engagement. The school will continue to staff personnel and prioritize ELAC engagement. The school will also provide family engagement sessions and community partnership opportunities to ensure the school-home connection supports achievement and well-being. And lastly, family communications in the home language as requested, and systems for strong school-to-home communication appropriate for the learning and general community. These actions are being provided on a school-wide basis because all learners benefit from culturally responsive, trauma-informed practices that bridge the school-to-home connection and engage the whole family in learning.	Success will be tracked through parent engagement opportunities, Dashboard local indicator survey rubrics, annual surveys, and monthly observation and discussion in leadership and operations meetings. (metric 1.3, 1.4, 1.5, 1.6)
Goal 2, Action 2	In this implementation year of the local control and accountability plan, feedback from our educational partners was used to analyze the impact of the goals and actions as well as to continue to prioritize and align spending to actions/metrics. Specifically, feedback came from annual surveys from families, staff, and learners. It was determined that while progress was made in this action item in the 25-26 school year, funding should continue to make lasting progress. iLEAD Lancaster showed as orange for Math and Yellow for ELA on the 2023 California Dashboard. Socioeconomically disadvantaged learners were 11 points lower in ELA on the 2023 California Dashboard than the all-student group and 19 points lower in Math on the 2023 California Dashboard than the all-student group.	Through root cause analysis and listening sessions with staff and learners, more curricula and materials that support MTSS Tier II and III are needed to support high-needs learners. The team has completed root cause analysis and research to identify and will purchase and implement culturally competent and evidence-based resources for small group and individual instruction/assessment to promote growth and achievement in California State Standards. These actions are being provided on a school-wide basis because all struggling learners can benefit from MTSS and because of the model of project-based learning at iLEAD Lancaster lends itself well to tier II and III intervention initiatives for all learners. MTSS groupings and resources provide personalized support for each individual learner to help them meet their needs. It is impossible to implement an MTSS program with fidelity for only some student groups, and therefore, this action is schoolwide.	Success will be tracked through NWEA MAP scores, CAASPP and CAST scores, annual surveys, and monthly observation and discussion in leadership and operations meetings. (metric 2.5, 2.6, 2.9, 2.10)

Goal 3, Action 3	In this implementation year of the local control and accountability plan, feedback from our educational partners was used to analyze the impact of the goals and actions as well as to continue to prioritize and align spending to actions/metrics. Specifically, feedback came from annual surveys from families, staff, and learners. It was determined that while progress was made in this action item in the 25-26 school year, funding should continue to make lasting progress. The 2023 Chronic Absenteeism rate for English Learners was 2% higher than the all-student group and for socioeconomically disadvantaged learners was 4% higher than the all-student group.	The school will continue to increase counseling services for high-needs learners (socioeconomically disadvantaged, English Learner, socioeconomically disadvantaged learners) has been proven to increase attendance rates and social-emotional wellbeing. Additionally, listening sessions with learners indicated a need for more social-emotional support, Social Emotional Curriculum that is trauma-informed and culturally competent will be used during advisory, additional counseling sessions for unduplicated learners, and intentional student activities and engagement sessions will help support attendance, social-emotional wellbeing, and creating a culture of college/career readiness for all.	Success will be tracked through attendance data, chronic absenteeism rates, dropout rates, annual surveys, and monthly observation and discussion in leadership and operations meetings. (metric 3.7)
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Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2, Action 3	In this implementation year of the local control and accountability plan, feedback from our educational partners was used to analyze the impact of the goals and actions as well as to continue to prioritize and align spending to actions/metrics. Specifically, feedback came from annual surveys from families, staff, and learners. It was determined that while progress was made in this action item in the 25-26 school year, funding should continue to make lasting progress. The percentage of English Learners making progress toward English proficiency on the California Dashboard as well as the percentage of learners reclassified in 2023 is high, demonstrating that planned supplemental and concentration grant funding in the past has shown results. However, survey response data for academic engagement and school fit for English Learners was 1% lower than the all-student group. There is a strong need to continue delivering ongoing, effective ELD programming and instruction with an emphasis on learner buy-in and engagement.	The school will continue to use data platforms to design and implement personalized ELD programs for each learner based on evidence and learner growth, engage English Language families and community, provide professional development for credentialed teachers and classified staff, and purchase materials related to ELD programming. The school will also purchase and implement a new ELD-designated curriculum to address engagement with ELD programming.	Success will be tracked through California Dashboard data, reclassification data, annual surveys, and monthly observation and discussion in leadership and operations meetings. (metric 2.9, 2.10)

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Additional concentration grant add-on funding will be used to hire/retain personnel in the following areas: counseling, social work, tutors, and bilingual staff that bridge the school/home connection.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

Action Tables

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-2027	\$4,938,076.00	\$2,890,891.00	58.54%	0.00%	58.54%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	\$8,475,106.00	\$403,793.00	\$0.00	\$0.00	\$8,878,899.00	\$6,093,230.00	\$2,785,669.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	1.1 Maintain Safe, Clean, Welcoming School Facilities	All	No				Ongoing	\$194,258	\$648,547	\$842,805	\$0	\$0	\$0	\$842,805	0.00%
1	2	1.2 Fund High-Quality Staff	All	No				Ongoing	\$3,267,255	\$11,389	\$3,278,644	\$0	\$0	\$0	\$3,278,644	0.00%
1	3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$1,905,584	\$435,844	\$1,965,184	\$376,244	\$0	\$0	\$2,341,428	0.00%
1	4	1.4 Inclusively Collaborate with Educational Partners	All	No				Ongoing	\$0	\$107,685	\$107,685	\$0	\$0	\$0	\$107,685	0.00%
1	5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils	Student with Disabilities (SWD), All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$197,260	\$110,534	\$307,794	\$0	\$0	\$0	\$307,794	0.00%
1	6	1.6 Build Social Capital and Recognize and Celebrate Learner Achievement	All	No				Ongoing	\$0	\$68,025	\$68,025	\$0	\$0	\$0	\$68,025	0.00%
2	1	2.1 Ensure Access to Standards-Aligned, Tier I Instructional Materials	All	No				Ongoing	\$0	\$269,272	\$269,272	\$0	\$0	\$0	\$269,272	0.00%
2	2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Long-term English learner	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$113,455	\$235,778	\$349,233	\$0	\$0	\$0	\$349,233	0.00%

2	3	2.3 Deliver Effective ELD Programming	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	All Schools	Ongoing	\$0	\$29,800	\$29,800	\$0	\$0	\$0	\$29,800	0.00%
2	4	2.4 Implement MTSS and PBL Instruction and Assessment with Fidelity	Low Income, Hispanic or Latino, All	No				Ongoing	\$0	\$261,734	\$245,610	\$16,124	\$0	\$0	\$261,734	0.00%
2	5	2.5 Foster a Staff Culture of Excellence through Lifelong Learning	All	No				Ongoing	\$0	\$285,435	\$285,435	\$0	\$0	\$0	\$285,435	0.00%
3	1	3.1 Commit to Proactive and Restorative Discipline Practices	Low Income, African-American, All	No				Ongoing	\$136,292	\$0	\$136,292	\$0	\$0	\$0	\$136,292	0.00%
3	2	3.2 Implement Multi-Tiered Systems of SEL Support (repeated expenditure, Goal 3, Action 1)	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	3	3.3 Increase and Improve Counseling and Services for High-Needs Learners		Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$113,463	\$125,417	\$238,880	\$0	\$0	\$0	\$238,880	0.00%
3	4	3.4 Nurture a Safe and Engaging School Environment That Learners Are Excited About	English learner (EL), African-American, All, White	No				Ongoing	\$165,663	\$196,209	\$350,447	\$11,425	\$0	\$0	\$361,872	0.00%

2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$4,938,076.00	\$2,890,891.00	58.54%	0.00% - No Carryover	58.54%	\$2,890,891.00	0.00%	58.54%	Total:	\$2,890,891.00
								LEA-wide Total:	
								Limited Total:	\$29,800.00
								Schoolwide Total:	\$2,861,091.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$1,965,184.00	0.00%
1	5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$307,794.00	0.00%
2	2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$349,233.00	0.00%
2	3	2.3 Deliver Effective ELD Programming	Yes	Limited	English learner (EL)	All Schools	\$29,800.00	0.00%
3	3	3.3 Increase and Improve Counseling and Services for High-Needs Learners	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$238,880.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$7,226,327.00	\$8,344,757.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	1.1 Maintain Safe, Clean, Welcoming School Facilities	No	\$0.00	\$1,044,676.00
1	2	1.2 Fund High-Quality Staff	No	\$3,244,117.00	\$3,061,884.00
1	3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	Yes	\$1,433,305.00	\$1,680,546.00
1	4	1.4 Inclusively Collaborate with Educational Partners	No	\$110,984.00	\$69,902.00

1	5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils	Yes	\$108,240.00	\$217,128.00
1	6	1.6 Build Social Capital and Recognize and Celebrate Learner Achievement	No	\$11,588.00	\$16,290.00
2	1	2.1 Ensure Access to Standards-Aligned, Tier I Instructional Materials	No	\$290,852.00	\$308,345.00
2	2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Yes	\$262,602.00	\$456,715.00
2	3	2.3 Deliver Effective ELD Programming	Yes	\$142,012.00	\$149,264.00
2	4	2.4 Implement MTSS and PBL Instruction and Assessment with Fidelity	No	\$127,268.00	\$146,573.00
2	5	2.5 Foster a Staff Culture of Excellence through Lifelong Learning	No	\$105,115.00	\$144,817.00
3	1	3.1 Commit to Proactive and Restorative Discipline Practices	No	\$154,163.00	\$173,436.00
3	2	3.2 Implement Multi-Tiered Systems of SEL Support (repeated expenditure, Goal 3, Action 1)	No	\$0.00	\$0.00
3	3	3.3 Increase and Improve Counseling and Services for High-Needs Learners	Yes	\$530,336.00	\$357,806.00
3	4	3.4 Nurture a Safe and Engaging School Environment That Learners Are Excited About	No	\$705,745.00	\$517,375.00

2025-2026 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$2,861,459.00	\$2,476,495.00	\$2,861,459.00	(\$384,964.00)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	Yes	\$1,433,305.00	\$1,680,546.00	0.00%	0.00%
1	5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils	Yes	\$108,240.00	\$217,128.00	0.00%	0.00%
2	2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Yes	\$262,602.00	\$456,715.00	0.00%	0.00%
2	3	2.3 Deliver Effective ELD Programming	Yes	\$142,012.00	\$149,264.00	0.00%	0.00%
3	3	3.3 Increase and Improve Counseling and Services for High-Needs Learners	Yes	\$530,336.00	\$357,806.00	0.00%	0.00%

2025-2026 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
\$4,705,563.00	\$2,861,459.00	0.00%	60.81%	\$2,861,459.00	0.00%	60.81%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).



CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification
(IRS Notice 2015-07)

Section 1: Charter School Identification

CHARTER SCHOOL NAME
iLEAD Lancaster Charter - 376
CHARTER SCHOOL COUNTY-DISTRICT-SCHOOL (CDS) CODE
Los Angeles - 19, Lancaster Elementary
NPBC NAME
iLEAD Charter Schools
NPBC MAILING ADDRESS
254 E Ave K4, Lancaster, CA 93535-4500

Pursuant to Notice 2015-07, *Relief for Certain Participants in Section 414(d) Governmental Plans* (Notice 2015-07), the Internal Revenue Service (IRS) and the United States Treasury Department are expected to issue final regulations permitting a state or local retirement system to provide benefits for charter school employees and continue to qualify as an Internal Revenue Code section 414(d) governmental plan, provided that certain requirements are met. The IRS and the United States Treasury Department have identified those requirements in Section III.A of Notice 2015-07.

CalSTRS is permitting employees of the NPBC to be covered under CalSTRS in reliance on the certifications in Section 2 that the NPBC meets and will fully comply with the requirements of, all modifications to, amendments to, expansions of, or other changes to the requirements of Notice 2015-07, as of the date the 26 USC section 414(d) regulations go into effect.

Consistent with Section 47604 of the Education Code, and in accordance with their approved charter petition, the charter school identified in this section has elected to operate as, or be operated by, the nonprofit public benefit corporation (NPBC) identified above; and has elected to participate in CalSTRS or continue to participate in CalSTRS to provide benefits under the Teachers' Retirement Law for its employees who perform creditable service for a charter school which is eligible to receive state apportionment.

Section 2: Certification

Check one:

- ☐ I certify the charter school has publicly available written contractual agreements with each employee to perform creditable service under the

Teachers' Retirement Law, specifying which charter school the service is being performed at. A true and correct copy of all written contractual agreements for eligible employees will be updated and maintained by the charter school. The charter school will furnish copies of any written contractual agreements at any time upon CalSTRS request.

☒ I certify the NPBC meets the following requirements from Notice 2015-07 and further requirements imposed by the Teachers' Retirement Law:

- (a) NPBC is a nonsectarian independent public school that serves a governmental purpose by providing tuition-free elementary or secondary education, or both.
- (b) NPBC is established and operates a charter school in accordance with the Charter Schools Act of 1992, as amended, authorizing NPBC to create or establish one or more independent public schools.
- (c) Participation in CalSTRS for NPBC's employees is contingent on each employee having a written contract to perform creditable service under the Teachers' Retirement Law and only for those employees who actually perform creditable service activities under that contract. A true and correct copy of all written contracts for eligible employees will be updated and maintained by NPBC. NPBC will furnish copies of any written contracts at any time upon the request of CalSTRS.
- (d) NPBC satisfies either of the following:
 - (1) NPBC's governing board or body is controlled by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. NPBC confirms that the state or political subdivision has the power to nominate, appoint, remove, and replace a majority of the members of the NPBC's governing board or board, or a majority of the members of the NPBC's governing board or body are publicly nominated and elected under state law.
 - (2) NPBC satisfies all of the following requirements:
 - (i) The primary source of NPBC's funding is from the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision.
 - (ii) The rights of NPBC's employees to their accrued benefits under CalSTRS are not dependent on whether NPBC continues to

participate in CalSTRS, and in the event NPBC ceases participation in CalSTRS, a governmental entity in the State of California has responsibility for the accrued benefits of NPBC's employees, including the continued funding of the accrued benefits, to no lesser extent than a governmental entity has responsibility for the continued funding of the accrued benefits of the employees of any other participating employer of CalSTRS in the event that other employer were to cease to be a participating employer under CalSTRS.

(iii) NPBC is part of a local educational agency, as defined in 20 U.S.C. 7801(26) (or is its own local educational agency), and is subject to the significant regulatory control and oversight by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state as further described in Section IIIA, paragraphs (d)(2)(iii)(1) and (d)(2)(iii)(2), of Notice 2015-07.

(e) All financial interests of ownership in NPBC are held by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state. The State of California, a political subdivision of the state, or an agency or instrumentality of the state are entitled to NPBC's net assets upon dissolution or final liquidation of NPBC, or those net assets will be transferred to another public school that satisfies the requirement in Section III.A of Notice 2015-07.

(f) NPBC has governing documents that require its net assets, upon dissolution or final liquidation of NPBC, to be distributed to either a public school that meets the requirement of Section III.A of Notice 2015-07 or that its net assets will be transferred to the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. A true and correct copy of all such documents will be updated and maintained by NPBC. NPBC will furnish copies of any such documents at any time upon the request of CalSTRS.

NPBC certifies and acknowledges its employees' participation in CalSTRS is conditioned on the promises and representations above. NPBC further understands that CalSTRS will be obligated to comply with the final regulations issued pursuant to 26 USC section 414(d). Should NPBC fail to timely comply with any and all applicable requirements of Notice 2015-07 and final regulations issued under 26 USC section 414(d), CalSTRS may be required to terminate NPBC's participation in CalSTRS, including cancellation of all benefits and any service credit accrued for employees and retirees of NPBC.

Section 3: Required Signature

The undersigned is the duly appointed representative and is authorized to sign on behalf of the charter school, the NPBC or both.

By signing below, the undersigned represents under penalty of perjury under the laws of the State of California and further subject to the criminal penalties described in Section 22010 of the Education Code that all the information on this form is true and correct. The undersigned further acknowledges that if any information on this form is incorrect, CalSTRS reserves the right to refer the undersigned's and NPBC's or charter school's conduct to state, local and federal law enforcement and to take all actions authorized under the Teachers' Retirement Law, including, but not limited to, cancelling benefits for NPBC's or charter school's employees and NPBC's or charter school's continued participation in CalSTRS.

I hereby declare under penalty of perjury under the laws of the State of California and further subject to the penalties described in Section 22010 of the Education Code that all the information provided above is true and correct, and I hereby declare that the NPBC operating the charter school is complying with the requirements of Notice 2015-07 as of the date the 26 USC section 414(d) regulations go into effect.

PRINT NAME OF OFFICIAL REPRESENTATIVE	
Deborah Autrey	
REPRESENTATIVE'S POSITION TITLE	
School Director	
REPRESENTATIVE'S EMAIL	
deborah.autrey@ileadlancaster.org	
REPRESENTATIVE'S PHONE NUMBER	
(661) 722-4287	
REPRESENTATIVE'S SIGNATURE	SIGNATURE DATE

iLEAD Lancaster

Estimated Actuals, Preliminary Budget, Multi-Year Projection

	Estimated Actuals 25/26	Preliminary Budget 26/27	MYP 27/28	MYP 28/29
REVENUE				
<u>Principal Apportionment</u>	<u>766/701.96</u>	<u>766/701.96</u>	<u>766/701.96</u>	<u>766/701.96</u>
8011 - State Funding - Current Year LCFF	7,567,022	7,828,967	8,166,658	8,461,356
8012 - State Funding - EPA	1,812,564	1,845,836	1,906,748	1,965,665
8019 - State Funding - Prior Years	-	-	-	-
8096 - State Funding - Property Taxes	1,049,623	1,039,069	1,039,069	1,039,069
Total Principal Apportionment	10,429,209	10,713,872	11,112,475	11,466,090
<u>Federal Revenue</u>				
8181 - Federal Special Education - Entitlement	124,100	127,116	130,205	133,369
8182 - Special Education Discretionary Grants	-	-	-	-
8220 - Federal Child Nutrition Programs	795,798	710,537	717,642	724,819
8290 - Federal Revenue - All Other Federal Revenue	324,091	313,437	319,705	326,099
8291 - Federal Revenue - Other Revenue	-	-	-	-
Total Federal Revenue	1,243,989	1,151,090	1,167,552	1,184,286
<u>Other State Revenue</u>				
8311 - Other State Apportionments - Special Education	650,610	950,181	971,085	992,448
8312 - Other State Apportionments - Special Education Mental Health	-	-	-	-
8313 - Other State Apportionments - Facilities Reimbursement	521,730	526,948	532,217	537,539
8319 - Other State Apportionments - Prior Year	-	-	-	-
8520 - State Child Nutrition	560,708	575,000	580,750	586,558
8530 - State Child Development Program	-	-	-	-
8550 - State Mandated Costs	14,037	14,990	15,501	15,501
8560 - State Lottery	193,581	193,581	193,581	193,581
8590 - All Other State Revenues	1,192,222	1,892,093	1,796,254	1,791,691
Total Other State Revenue	3,132,888	4,152,792	4,089,387	4,117,318
<u>Other Revenue</u>				
8631 - Sale of Equipment and Supplies	-	-	-	-
8632 - Sale of Publications	-	-	-	-
8634 - Food Service Sales	13,075	13,337	13,603	13,875
8639 - All Other Sales	-	-	-	-
8640 - After School Care	294	300	306	312
8645 - Student Activities	13,128	13,390	13,658	13,931
8650 - Leases and Rentals	-	-	-	-
8655 - Facilities Use	-	-	-	-
8660 - Interest	96,176	-	-	-
8672 - Nonresident Student (Exchange, etc)	-	-	-	-
8680 - Service Fees	-	-	-	-
8682 - Start-Up Reimbursements	-	-	-	-
8689 - Fees & Contracts - Coaching/Training/Devl	-	-	-	-
8690 - Misc Local Income	487,985	85,000	86,700	88,434
8699 - All Other Local Revenue	30,498	31,108	31,730	32,364
8705 - Camp Income	-	-	-	-
8710 - Vendor Program & Online Classes	-	-	-	-

8715 - PreSchool Tuition	-	-	-	-
8721 - Special Education SELPA Transfers	-	-	-	-
8810 - Family Giving Donations	-	-	-	-
8820 - Private & Corporate Donations	2,194	2,238	2,283	2,328
8830 - Fundraising	9,556	9,747	9,942	10,140
8840 - Grants	-	-	-	-
8999 - Unallocated Income	-	-	-	-
Total Other Revenue	652,905	155,119	158,221	161,386
Total Revenue	15,458,992	16,172,873	16,527,636	16,929,080
<u>Expenditures</u>				
<u>Certificated Salaries</u>				
1110 - Credentialed Teacher Salaries	1,672,463	1,868,317	1,905,683	1,943,797
1120 - Credentialed Home Study Teacher Salaries	486,301	467,942	477,301	486,847
1130 - Credentialed Education Specialist Salaries (SpEd)	357,796	378,052	385,613	393,325
1140 - Credentialed Elective Teacher Salaries	-	-	-	-
1150 - Credentialed Substitute Teacher Salaries	379,460	562,800	574,056	585,537
1190 - Credentialed After School/Extra Duty Salaries	-	-	-	-
1210 - Credentialed Psychologist & Counseling Services (SpEd)	148,006	169,700	173,094	176,556
1220 - Credentialed Speech Therapy & Other Services (SpEd)	-	-	-	-
1230 - Credentialed Academic Counseling Salaries	97,848	76,990	78,530	80,100
1310 - Credentialed Directors	144,600	136,292	139,018	141,798
1320 - Credentialed Student Support Coordinators (SpEd)	-	-	-	-
1910 - Credentialed Coaching & Curriculum Salaries	184,478	183,804	187,480	191,230
1920 - Credentialed Coaching & Curriculum Salaries - BTSA Support	-	-	-	-
1930 - Credentialed Other Support	174,814	224,400	228,888	233,466
Total - Certificated Salaries	3,645,766	4,068,297	4,149,663	4,232,656
<u>Classified Salaries</u>				
2110 - Classified Elective Salaries	270,649	267,291	272,637	278,090
2120 - Classified Classroom Aide Salaries	555,538	520,168	530,571	541,183
2130 - Classified Substitutes	19,062	-	-	-
2140 - Classified Intern Teacher Salaries	-	-	-	-
2150 - Classified Online Teacher	-	-	-	-
2160 - Classified Learner Services	80,590	73,440	74,909	76,407
2210 - Classified Ed Specialist Assistants & One on One Aides (SpEd)	650,111	824,217	840,701	857,515
2220 - Classified Speech Therapy & Other Services (SpEd)	-	-	-	-
2230 - Classified Academic Counseling Salaries	-	-	-	-
2310 - Classified Directors	33,836	-	-	-
2410 - Classified Clerical, Technical, and Office Staff Salaries	360,451	332,239	338,884	345,661
2910 - Classified CARE Team Yard Duty Salaries	51,713	66,600	67,932	69,291
2920 - Classified After School Misc Salaries	-	-	-	-
2930 - Classified After School Care Salaries	-	-	-	-
2940 - Classified Food Services Salaries	528,917	684,877	698,575	712,546
2950 - Classified Facilities/Maintenance Salaries	319,755	306,448	312,577	318,828
2960 - Classified Preschool Aide Floater	-	-	-	-
2985 - Classified Educational Coaches	-	-	-	-
2990 - Classified Health Office Support (Nurse)	66,115	47,962	48,921	49,900
Total Classified Salaries	2,936,737	3,123,242	3,185,707	3,249,421
<u>Employee Benefits</u>				
3101 - State Teachers' Retirement System - Credentialed positions	662,552	777,045	792,586	808,438

3102 - State Teachers' Retirement System - Classified positions	-	-	-	-
3201 - Public Employees' Retirement System - Credentialed positions	-	-	-	-
3202 - Public Employees' Retirement System - Classified positions	-	-	-	-
3301 - OASDI (Social Security) - Credentialed positions	4,323	-	-	-
3302 - OASDI (Social Security) - Classified positions	178,347	193,641	197,514	201,464
3311 - Medicare - Credentialed	49,904	58,990	60,170	61,373
3312 - Medicare - Classified	41,665	45,287	46,193	47,117
3401 - Health & Welfare Benefits - Credentialed positions	192,234	323,922	330,400	337,008
3402 - Health & Welfare Benefits - Classified positions	345,879	443,922	452,800	461,856
3501 - State Unemployment Insurance - Credentialed positions	21,674	15,204	15,508	15,818
3502 - State Unemployment Insurance - Classified positions	37,854	42,854	43,711	44,585
3503 - Federal Unemployment Insurance - Credentialed positions	-	-	-	-
3504 - Federal Unemployment Insurance - Classified positions	-	-	-	-
3601 - Worker Compensation Insurance - Credentialed positions	45,395	46,642	47,575	48,526
3602 - Worker Compensation Insurance - Classified positions	40,312	32,159	32,802	33,458
3701 - Retiree Benefits - Credentialed positions	-	-	-	-
3702 - Retiree Benefits - Classified positions	7,338	4,574	4,665	4,759
3801 - PERS Reduction - Credentialed positions	-	-	-	-
3802 - PERS Reduction - Classified positions	-	-	-	-
3901 - Other Benefits - Credentialed positions	-	-	-	-
3902 - Other Benefits - Classified positions	-	-	-	-
Total Employee Benefits	1,627,478	1,984,240	2,023,925	2,064,403
Books and Supplies				
4110 - Core Curriculum - Texts, Workbooks, etc	12,816	113,455	117,721	121,464
4120 - Core Curriculum - Software & Programs	28,200	28,189	29,249	30,179
4130 - Other Curriculum	165,407	17,525	18,184	18,762
4210 - Professional Development References	115	-	-	-
4220 - Other Books & References	-	-	-	-
4305 - Educational Supplies (Classroom, Project, SpEd, Etc)	57,502	30,500	31,647	32,653
4310 - Science Supplies	15,070	7,250	7,523	7,762
4315 - Art Supplies	7,013	7,000	7,263	7,494
4317 - Assessment Supplies	4,421	14,013	14,540	15,002
4320 - PE Supplies	7,525	-	-	-
4325 - Custodial Supplies	26,875	50,000	51,880	53,530
4330 - Health & Safety	73,551	8,000	8,301	8,565
4335 - Home Study Stipend	240,214	250,000	259,400	267,649
4340 - Office Supplies	13,601	14,400	14,941	15,417
4345 - Printing & Reproduction Supplies	15,568	20,000	20,752	21,412
4350 - Spiritwear	2,658	6,000	6,226	6,424
4355 - Facilities Supplies	28,022	30,000	31,128	32,118
4410 - Classroom Furniture & Equipment	67,992	15,000	15,564	16,059
4420 - NonClassroom Furniture & Equipment	25,862	5,000	5,188	5,353
4430 - IT Equipment & Supplies	537,952	40,162	41,672	42,997
4710 - Vended Food Service - Nutrition Program	679,637	750,000	778,200	802,947
4720 - Food Supplies - Nutrition Program	27,182	10,000	10,376	10,706
4730 - Catering Supplies	254	65,000	67,444	69,589
4740 - Cafe Other Supplies	72,893	20,000	20,752	21,412
Total Books and Supplies	2,110,329	1,501,494	1,557,950	1,607,493
Services and Operating Expenditures				

5210 - Travel for PD, Conferences, & School Development	27,935	9,000	9,338	9,635
5220 - Travel for Intersite Business - Mileage	5,773	-	-	-
5230 - Conference & Workshop Registration Fees	7,792	-	-	-
5240 - Professional Development - Meetings & Collaborations	6,949	21,381	22,185	22,890
5310 - Professional Dues, Memberships, and Subscriptions	67,164	50,291	52,182	53,841
5410 - Liability Insurance	118,848	118,848	124,790	131,030
5420 - Other Insurance	0	-	-	-
5510 - Utilities - Electricity	122,107	127,693	134,078	140,782
5520 - Utilities - Gas	7,540	8,566	8,994	9,444
5530 - Utilities - Water	4,597	5,559	5,837	6,129
5540 - Utilities - Trash	23,804	25,193	26,453	27,775
5550 - Operations - Janitorial Services	-	-	-	-
5560 - Operations - Security	24,224	26,922	28,268	29,682
5570 - Utilities - Other	-	-	-	-
5610 - Rent - Facilities Rent and CAM Charges	-	-	-	-
5620 - Leases	-	-	-	-
5630 - Repairs & Maintenance - Facilities	206,043	150,000	155,640	160,589
5640 - Repairs & Maintenance - Elevator Service	44,770	8,000	8,301	8,565
5650 - Repairs & Maintenance - Auto	6,832	8,000	8,301	8,565
5660 - Repairs & Maintenance - Other Equipment	9,411	7,000	7,263	7,494
5710 - Transfers of Direct Costs	-	-	-	-
5750 - Transfers of Direct Costs - Interfund	-	-	-	-
5801 - Professional Services - Service Fees	1,194,108	1,339,234	1,389,589	1,433,778
5802 - Professional Services - District Oversight Fees	104,292	107,139	108,210	109,292
5803 - Professional Services - Business Services	169,271	206,623	214,392	221,210
5804 - Professional Services - Auditing & Tax Preparation	24,831	35,000	36,750	38,588
5805 - Professional Services - Payroll Fees	34,091	57,674	59,843	61,746
5806 - Professional Services - Consultant Fees	8,307	6,159	6,391	6,594
5807 - Professional Services - TIP	15,000	10,000	10,376	10,706
5808 - Professional Services - Legal Fees	39,071	60,000	62,256	64,236
5809 - Professional Services - Shared/Leased Employees	41,138	16,242	16,853	17,389
5810 - Contra Account - Shared Employees Reimbursement	-	-	-	-
5811 - Professional Services - Course Development	-	-	-	-
5820 - Professional Services - Contributions/Donations	-	-	-	-
5822 - Operating Expenditures - Licenses & Other Fees	12,903	6,255	6,490	6,697
5823 - Operating Expenditures - Fingerprinting Fees	-	-	-	-
5824 - Operating Expenditures - Fundraising & Grantwriting	132	-	-	-
5825 - Operating Expenditures - Banking Charges & Fees	1,128	3,000	3,113	3,212
5826 - Operating Expenditures - Interest	526,286	518,286	537,774	554,875
5827 - Operating Expenditures - Other Benefit Fees	4,149	-	-	-
5828 - Operating Expenditures - Staff Recruitment	-	-	-	-
5829 - Operating Expenditures - Events	7,083	-	-	-
5830 - Operating Expenditures - Marketing & Advertising	10,384	32,810	34,044	35,126
5831 - Operating Expenditures - Branding (Brochures, Flyers, etc)	-	4,750	4,929	5,085
5840 - Operating Expenditures - Software Licenses	21,461	87,836	91,139	94,037
5850 - Student Services Expenditures - Student Information System	13,919	30,638	31,790	32,801
5851 - Student Services Expenditures - Student Assessment Services	4,604	-	-	-
5852 - Student Services Expenditures - Special Education Contracted Services	854,411	918,000	952,517	982,807
5853 - Student Services Expenditures - Student & Group Activities	111,813	68,500	71,076	73,336

5854 - Student Services Expenditures - Electives & Enrichment	384,844	591,500	613,740	633,257
5855 - Student Services Expenditures - Substitutes	194,220	177,401	184,071	189,925
5856 - Student Services Expenditures - Student Transportation	17,312	23,500	24,384	25,159
5910 - Telephone & Fax	1,135	-	-	-
5915 - Cell Phones	-	-	-	-
5920 - Internet Services	4,210	3,174	3,293	3,398
5925 - Website/Communication Fees	7,196	1,000	1,038	1,071
5930 - Freight Expense	-	100	104	107
5940 - Postage Expense	987	1,000	1,038	1,071
Total Services and Operating Expenditures	4,492,073	4,872,274	5,056,827	5,221,921
Total Expenditures	14,812,383	15,549,547	15,974,072	16,375,895
Depreciation	348,778	348,778	348,778	348,778
ROU	135,559	135,559	89,434	63,322
Total Net Income	162,271	138,989	115,352	141,085

**CERTIFICATE OF AMENDMENT
OF ARTICLES OF INCORPORATION**

The undersigned certify that:

1. They are the President and Secretary, respectively, of iLEAD Lancaster, a California nonprofit public benefit corporation, with California Entity Number 3411279.
2. Article IV. of the Articles of Incorporation of this Corporation is amended to read as follows:

Upon the dissolution or final liquidation of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07 for participation in a governmental plan under Section 414(d) of the Internal Revenue Code, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

3. The foregoing amendment of the Articles of Incorporation has been duly approved by the Board of Directors.
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: _____

Decorah Autrey, President

Date: _____

Bridget Howitt, Secretary

**FIRST AMENDED BYLAWS
OF
iLEAD LANCASTER**

a California Nonprofit Public Benefit Corporation

**ARTICLE I
OFFICES**

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

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

**ARTICLE II
OBJECTIVES AND PURPOSES**

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

**ARTICLE III
NONPARTISAN ACTIVITIES**

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

**ARTICLE IV
DEDICATION OF ASSETS**

The properties and assets of this corporation are irrevocably dedicated to the charitable purposes described in Articles II and III above and in the articles of incorporation of this corporation. No part of the net earnings, properties, or assets of this corporation, on dissolution or otherwise, shall inure to the benefit of its directors or officers, or to any individual. On liquidation or dissolution of this corporation, all remaining assets of this corporation, after payment, or provision for payment, of all debts and liabilities of this corporation, shall be distributed and paid over to an organization dedicated to charitable purposes that is exempt from federal income tax under IRC Section 501(c)(3) and that is exempt from California income tax under Section 23701d of the California Revenue and Taxation Code.

**ARTICLE V
MEMBERS**

Section 1. The corporation shall have no members.

Section 2. ASSOCIATES. Nothing in this Article V shall be construed as limiting the right of the corporation to refer to persons associated with it as "members" even though such persons are not members of the corporation, and no such reference shall make anyone a member within the meaning of Corporations Code Section 5056, including honorary or donor members. Such individuals may originate and take part in the discussion of any subject that

may properly come before any meeting of the board of directors, but may not vote. The board of directors may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

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

ARTICLE VI DIRECTORS

Section 1. POWERS. Subject to the provisions of the Law and any limitations in the articles of incorporation and these bylaws, the activities and affairs of the corporation shall be managed and all corporate powers shall be at the direction of the board of directors. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the board of directors shall have the following powers in addition to the other powers enumerated in these bylaws:

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

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

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

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

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

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

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

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

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

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

(k) To retain all or any part of any securities or property acquired by the corporation in whatever manner, and to invest and reinvest any funds held by the corporation, according to the judgment of the board of directors without being restricted to the class of investments that the board of directors is or may hereafter be permitted by law to make or any similar restriction; provided, however, that no action shall be taken by or on behalf of the corporation if such action is a prohibited transaction or would result in the denial of the tax exemption under IRC Section 501 or Section 23701 of the California Revenue and Taxation Code.

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

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

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

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

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

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

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

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

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

business may be transacted. Other regular meetings of the board of directors shall be held at such time as shall from time to time be fixed by the board of directors.

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

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

In accordance with the Brown Act, special meetings of the board of directors may be held only after 24 hours' notice is given to each director and to the public through the posting of the agenda in a location that is freely accessible to members of the public and on the school website, and the agenda may also be posted in hard copy on the community bulletin board at the school site. Notice of the time and place of special meetings shall be delivered to each director personally, by email, by telephone or sent by first-class mail, postage prepaid, or telegram, charges prepaid, addressed to each director at his or her address as it is shown on the records of the corporation, or as may have been given to the corporation by the director for purposes of notice, or, if an address is not shown on the corporation's records or is not readily ascertainable, at the place at which the meetings of the board of directors are regularly held. No business, other than the business, the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

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

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

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

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

Section 15. SCHOOL DISTRICT REPRESENTATIVES. Pursuant to Section 47604(b) of the California Education Code, each school district that has granted a charter for the establishment of a charter school operated by the corporation shall be entitled to designate a single representative to serve on the board of directors as a director. Unless the director dies,

resigns or is removed from office, each director designated by a school district shall hold office for a term of three years. The authorized number of directors shall be deemed increased by the number of directors serving that have been designated by a school district. A director designated by a school district may be removed at any time with or without cause by the school district or by a majority vote of the directors then in office with the written consent of the school district. In the event of a vacancy on the board of directors of a director that may be designated by a school district, the vacancy may be filled by the school district pursuant to this Section 15.

ARTICLE VII COMMITTEES

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

- (a) undertaking any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the board of directors;
- (b) the filling of vacancies on the board of directors or in any committee;
- (c) the amendment or repeal of bylaws or the adoption of new bylaws;
- (d) the amendment or repeal of any resolution of the board of directors that by its express terms is not so amendable or repealable;
- (e) the creation or appointment of any other committees of the board of directors or the members thereof;
- (f) the expenditure of corporate funds to support a nominee for director after there are more people nominated for director than can be elected; or
- (g) the approval of any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in Corporations Code Section 5233(d)(3).

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

ARTICLE VIII OFFICERS

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

serve concurrently as the president or the chairman of the board.

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

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

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

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

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

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

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

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

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

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

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

The chief financial officer shall deposit, or cause to be deposited, all monies and other valuables in the name and to the credit of the corporation with such depositaries as may be designated by the board of directors. He or she shall distribute, or cause to be disbursed, the funds of the corporation as may be ordered by the board of directors, shall render to the president and directors, whenever they request it, an account of all financial transactions and of the financial condition of the corporation, and shall have such other powers and perform such other duties as may be prescribed by the board of directors or the bylaws.

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

ARTICLE IX INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES

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

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

Section 3. INDEMNIFICATION IN ACTIONS BY OR IN THE RIGHT OF THE CORPORATION. The corporation shall have power to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed action by or in the right of the corporation, or brought under Corporations Code Section 5233 of the Code, or brought by the Attorney General of California or a person granted relator status by the Attorney General of California for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner

such person believed to be in the best interests of the corporation, and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section 3 for any of the following:

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

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

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

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

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

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

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

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

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

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

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

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

approving a settlement.

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

ARTICLE X RECORDS AND REPORTS

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

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

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

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

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes;
- (d) The expenses or disbursements of the corporation for both general and restricted purposes; and
- (e) Any information required by Section 5 of this Article X.

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

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

The statement shall include the following information:

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

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

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

ARTICLE XI GENERAL MATTERS

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

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

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

Section 4. CONSTRUCTION AND DEFINITIONS. Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the Law shall govern the construction of these bylaws. Without limiting the generality of the foregoing, the singular number includes the plural, the plural number includes the singular, the masculine gender includes the feminine and neuter, and the term "person" includes both a corporation and a

natural person. All references in these bylaws to the law, any code shall be deemed to be those in effect from time to time.

ARTICLE XII AMENDMENTS

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

CERTIFICATE OF SECRETARY

The undersigned, being the duly elected and acting Secretary of iLEAD Lancaster, a California nonprofit public benefit corporation, does hereby certify that the foregoing First Amended Bylaws constitute the Bylaws of this corporation as duly adopted by Board of Directors on June 17, 2026

IN WITNESS WHEREOF, the undersigned has executed this Certificate this 17th day of June, 2026.

Secretary, iLEAD Lancaster

RESOLUTION NO. 2018.01

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

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

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

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

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

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

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

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

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

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

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

Section 1. The foregoing recitals are true and correct.

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

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

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

SECRETARY'S CERTIFICATE

I, _____. _Secretary of the Board of Directors of iLEAD Lancaster, a California nonprofit public benefit corporation, County of Los Angeles, hereby certify as follows:

The attached is a full, true, and correct copy of the resolution duly adopted at a meeting of the Board of Directors of iLEAD Lancaster, which was duly and regularly held on the 6th day of December, 2018, at which meeting a quorum of the members of the Board of Directors was present; and at such meeting such resolutions were adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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

WITNESS my hand this 17th day of June, 2026.

Secretary, iLEAD Lancaster

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The First Amended Bylaws of iLEAD
Lancaster dated December 6, 2018, are
amended

First Amended Bylaws of iLEAD Lancaster
Revised and adopted on December 6, 2018

by inserting the following immediately after Section 14 of Article VI:

Section 15.

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

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The undersigned Secretary of iLEAD Lancaster (the "Corporation"), a California nonprofit public benefit corporation, certifies that the foregoing Amendment to First Amended Bylaws was duly adopted by a majority vote of the members of the Board of Directors of the Corporation (the "Board") then in office at a meeting of the Board duly called and held on June 17, 2026, in compliance with the Bylaws of the Corporation and in compliance with the notice, agenda and open meeting requirements of the Ralph M. Brown Act and at which a quorum of the Board was present and acting throughout the meeting.

Date: June 17, 2026

4917-9358-7884, v. 2

RESOURCE SHARING AGREEMENT

(Effective July 1, 2026)

This Resource Sharing Agreement (“**Agreement**”) is entered into as of July 1, 2026 (“**Effective Date**”) by and between the following California nonprofit public benefit corporations, which may each be referred to herein as a “**Party**” ~~or “School”~~ and collectively as the “**Parties**” ~~or “Schools”~~ to this Agreement: iLEAD California Charters 1 (~~“iCA”~~ **iCC1**) a California nonprofit public benefit corporation that operates iLEAD Hybrid **and iLEAD Flex**; iLEAD Agua Dulce (“**iAD**”); iLEAD Lancaster (“**iL**”); iLEAD Online Charter School (“**iOCS**”); and Empower Generations (“**EG**”). **Each charter school operated by the individual Parties shall be referred to as a “School.”**

WHEREAS, iCC1, iAD, iL, iOCS, and EG are each nonprofit that separately operate California public charter schools focused on the iLEAD program model **which incorporates** project based, **social emotional and individualized learning**.

WHEREAS, through **iLEAD Hybrid**, iCC1 employs staff and maintains resources beneficial for supporting charter schools implementing the iLEAD program and model, including: learning support; leadership support; school, community, and authorizer relations; employee services; technology functions; board support; accounting and financial services; compliance and reporting; facilities; and communications, outreach, and public relations;

WHEREAS, the Parties seek to share these resources provided by iCC1 ~~through iCA among them~~ cooperatively to achieve cost savings and other scale benefits for each Party, so that each Party may have access to additional, valuable, specialized, and/or expensive resources that might otherwise not be available to them.

WHEREAS, the Parties previously entered into resource sharing agreements and desire to continue such collaboration under terms aligned with the current organizational structure;

WHEREAS, the sharing of these resources of iCC1 among all of the Parties cooperatively is in the mutual interest and advantage of each of the Parties in furtherance of their shared goal for each respective charter school to operate successfully and implement the iLEAD program and model in a cost-effective manner at their respective schools.

WHEREAS, it is the intent of the Parties to continue sharing certain iCC1 resources and allocate costs among them according to the terms and conditions set forth in this Agreement.

NOW, THEREFORE, in consideration of their mutual promises set forth in this Agreement, the Parties desire to, and hereby agree as follows:

1. **Shared Resources.** During the term of this Agreement, the Parties shall share in the costs for iCC1 staff and resources necessary for the functions described in Attachment A of this Agreement and as relevant for each of the Schools (the “Shared Resources”) in accordance with the cost allocations and payment provisions described in Sections 2 and 3 herein.

2. **Cost Allocation by ADA.** The Parties shall share the actual costs incurred by iCC1 for the Shared Resources necessary for the functions described in Attachment A. iCC1 shall perform the functions described in Attachment A for all Parties. A larger School requires more of iCC1's Shared Resources than a smaller School. Therefore, except as otherwise set forth herein, costs for the functions described in Attachment A shall be shared among all Schools on a pro-rata basis by ADA **per school**, except, in instances where a third-party invoice or contract breaks down costs by Party **or School** in a manner other than a pro-rata basis by ADA, such costs shall be paid as set forth on the applicable invoice or contract. In accordance with Section 3 herein, the total costs incurred by iCC1 during the initial eight-month period of the year (July 1 through February 28, the "**First Period**") with respect to the functions described in Attachment A shall be aggregated and divided and apportioned among the Schools based on their ADA as reported on each School's P-2 apportionment report for the prior school year. For a School that projects an enrollment increase or decrease of 25% or more from the prior school year, or for a new School in its first year of operations, iCC1 shall use the School's projected ADA for the current school year to calculate such School's share for the First Period. Then, the total costs incurred by iCC1 during the remaining four-month period of the year (March 1 through June 30, the "**Second Period**") shall be apportioned based on the Schools' ADA as reported on their P-1 apportionment report for the current school year and certified by the California Department of Education.
3. **Bimonthly Payment and Reconciliation.** iCC1 shall provide a monthly statement to each Party outlining that Party's share **for its School(s)** of costs for the Shared Resources based on the applicable allocation described in Section 2 above. Each Party shall be provided access to reasonable backup documentation for such costs upon request. Each Party shall submit payment **for its School(s)** to iCC1 within thirty (30) calendar days after receipt of the monthly statement. Upon each School's P-1 ADA certification by the California Department of Education, iCC1 shall reconcile the amount each **Party paid for its School(s)** during the First Period under the allocation described in Section 2 above, to the amount owed by each **Party for its School(s)** based on each School's actual P-1 ADA for the current school year. Any amount owed by a **Party for its School(s)**, or overpaid by a **Party for its School(s)**, shall be reconciled and paid and/or refunded by no later than three (3) months after the close of the fiscal year audit unless otherwise mutually agreed in writing.
- ~~4. **Retention of Deposit.** Upon execution of this Agreement, each **Party for its School(s)** shall have provided iCC1 a deposit of one percent (1%) of its ADA as reported on each School's P-2 apportionment report for the prior school year. iCC1 shall retain such deposits during the term of this Agreement to ensure iCC1 has adequate cash flow to cover the costs of the Shared Resources. Upon termination of this Agreement pursuant to Section 8 herein, iCC1 shall apply each **Party for its School(s)**' deposit amount as a credit on that Party's final monthly statement. In the event a Party's final monthly statement is less than that Party's deposit amount, iCC1 shall return any remaining deposit amount to the Party within thirty~~

~~(30) days of termination.~~

5. Parties' General Responsibilities. The Parties shall each be responsible to:

- a. Comply with all applicable federal and state statutes, laws and regulations;
- b. Ensure that neither they nor their employees shall discriminate against any other Party's employees, including iCC1 employees providing the functions described in Attachment A on account of disability, race, color, religion, ethnic origin, age, gender, sexual orientation, or any other characteristic protected by law;
- c. Provide to iCC1, in writing, copies of any campus or school-specific rules and/or regulations applicable to iCC1 while providing services to a Party;
- d. Provide a safe working area for iCC1 when necessary for iCC1 to be on a Party's site or campus;
- e. Provide iCC1 all the necessary, true, and correct data, files, documents, and other information and records necessary or appropriate for the functions described in Attachment A of this Agreement; and
- f. Provide feedback to iCC1 regarding its performance of the functions described in Attachment A of this Agreement and the Shared Resources.

6. iCC1 Responsibilities. iCC1 is hereby designated to act on its own behalf and on behalf of all other Parties hereto for the limited purpose of providing for and performing the task-related functions described in Attachment A, including to employ such employees, engage legal counsel or other consultants or third parties as necessary, and incur other reasonable and necessary costs for the mutual advantage of all participating Parties.

iCC1 shall provide the same quality of services for the **other** Schools as it does for its own **Schools** in performing the functions described in Attachment A. iCC1 will endeavor to accommodate all Parties' needs, provided that no Party shall be entitled to more than its fair share of iCC1's time.

When on a Party's school campus or other site, iCC1 employees shall be subject to such Party's general direction and iCC1 will comply with the Party's applicable policies and procedures (such as campus sign-in procedures) so long as such policies and procedures are provided to iCC1 in writing. However, iCC1 shall supervise and make all employment decisions with respect to iCC1 employees in its sole discretion, including all hiring, evaluation, termination, compensation, and benefits decisions. iCC1 shall also have sole responsibility for

compliance with state and federal income tax withholding, unemployment, and disability insurance withholding and contributions, STRS, PERS, social security tax withholding and contributions, workers' compensation coverage, wage and hour obligations, and any other applicable employment law requirements for iCC1's employees. Nothing in this Agreement shall confer upon any Party any rights or remedies, including any right to employment, as an employee of any other Party.

iCC1 shall not be required to provide any Shared Resources pursuant to this Agreement to the extent that it is or becomes impracticable, in any material respect, as a result of a cause outside iCC1's reasonable control or would require iCC1 to violate applicable law or its charter(s). If iCC1 determines that it will not be able to provide one or more Shared Resources pursuant to this section, it will, to the extent reasonably practicable, first meet with the other Parties to determine if there are other ways for the Schools to receive the relevant Shared Resources or if other services can be adjusted to accommodate the removal of the relevant Shared Resources.

Each Party may request from iCC1 any information and records regarding iCC1's performance of the functions described in Attachment A for the requesting Party (but not for any other Party) to ensure the requesting Party has copies of School records, or as any Party's authorizer may request and be entitled to under the law.

7. **Relationship of the Parties.** The Parties acknowledge that the functions described in Attachment A are task-related functions for which resources are being shared at the request of, and at the direction of, each Party. The governing body of each School retains ultimate decision-making authority and shall at all times retain its duty to exercise its statutory, contractual, and fiduciary responsibilities governing such School's operations. The governing body of each School is the operator and manager of such School's charter school(s), and is responsible for ensuring that the School adheres to its charter(s).
8. **Term and Termination.** The term of this Agreement commences on July 1, 2026, and continues through June 30, 2028, unless and until earlier terminated as set forth in subsection (a) or (b) herein and subject to any amendments pursuant to Section 9 herein. This Agreement may be renewed upon written mutual agreement of the Parties.
 - a. **Termination by any Party other than iCC1.** Any **Party** other than iCC1 may terminate its participation in this Agreement for any reason upon sixty (60) days' written notice to all **Parties**. Termination of participation by any **Party** shall not terminate the Agreement as to any other Party, nor relieve the terminating **Party** of any obligations incurred prior to the effective date of such termination. Following termination of a **Party's** participation, (i) the terminating **Party** shall pay iCC1 any unpaid portion of its costs through the effective date of termination, (ii) the terminating **Party** shall not be further entitled to any of the Shared

Resources, and (iii) costs shall be allocated among the remaining **Parties** as set forth in Section 2.

- b. ***Termination by iCC1.*** iCC1 may terminate this Agreement for any reason upon one hundred and fifty (150) days' notice to all **Parties other than iCC1**. Additionally, iCC1 may terminate any other **Party's** participation in this Agreement in the case of a material or persistent breach by such Party of any one or more of the terms of this Agreement which is not remedied within thirty (30) days after written notice is provided by iCC1 to the breaching **Party**. A copy of such written notice shall also be provided to all other **Parties**. Upon expiration of the thirty (30) day period without the breach being cured or appropriate actions taken to commence curing the breach in the reasonable discretion of iCC1, iCC1 may terminate the breaching **Party's** participation. Following termination of a breaching **Party's** participation, (i) the breaching **Party** shall pay iCC1 any unpaid portion of its costs through the effective date, (ii) the breaching School shall not be further entitled to any of the Shared Resources, and (iii) costs shall be allocated among the remaining **Parties** as set forth in Section 2.

9. **Amendments.** This Agreement may be amended as follows:

- a. ***Changes to the Shared Resources.*** The Parties acknowledge and understand that the functions and resources iCC1 is able to share among the Parties may change from time to time. iCC1 shall consult with all affected Parties regarding any changes to its capacity to provide the functions and resources described in Attachment A as soon as practicable and shall reflect such changes in writing by providing an amended Attachment to all Parties. To the extent iCC1's changes to Attachment A add new functions or resources that would result in a substantial increase in costs, iCC1 shall provide all Parties ninety (90) days' notice, which notice may be waived by each Party that seeks to have services start sooner.
- b. ***Changes in the Law.*** In the event that any new enactment, repeal, or change of any federal, state, or local law, regulation, interpretation of law or regulation by an authorizer or regulator, or court or administrative decision or order materially affects the performance of any of the Parties in conformity with this Agreement, the Parties shall promptly commence negotiations in good faith regarding a mutually agreeable approach (including without limitation, an amendment to the Agreement) to address the situation. If, after such good faith negotiations, the Parties are unable to agree upon an acceptable approach, the Agreement shall terminate for all Parties without further obligation or liability among the Parties, upon any Party's sixty (60) days' written notice to the other Parties, or in such lesser time as is reasonable under the circumstances.

10. **Work Product; Intellectual Property.** Any work product that is created by iCC1 in the context of providing the functions described in Attachment A shall be the property of iCC1, except to the extent it involves Confidential Information or privileged information for any one Party (for example, employment records), in which case it belongs to that Party, or to the extent

it is governed or otherwise addressed by a separate written agreement among the Parties. Any intellectual property owned by a Party or Parties and used by iCC1 related to the Shared Resources shall remain the property of that Party or Parties. Similarly, any intellectual property owned by iCC1 that is utilized as part of the Shared Resources, either by iCC1 or another Party, shall remain the property of iCC1. No Party shall have the right to grant a license, sublicense, or any other use or rights to the property of another Party. Upon termination or expiration of this Agreement, the property of each Party in the possession of any other Party shall be returned, or destroyed at the request of the Party that owns it; provided, however, that any work product created by iCC1 that is shared by iCC1 with a Party or Parties in the context of providing the functions described in Attachment A may continue to be used by that Party or Parties upon termination or expiration of this Agreement.

11. **Confidentiality.** Each Party acknowledges that during the term of this Agreement, it may have access to certain Confidential Information of the other Party(ies), as defined below. Each Party shall maintain and enforce reasonable administrative, technical, and physical safeguards to reasonably protect the confidentiality of the other Parties' Confidential Information.
 - a. **"Confidential Information"** means non-public information marked either "confidential" or "proprietary," or that otherwise should be understood by a reasonable person to be confidential in nature. Confidential Information may include but is not limited to trade secrets, policies, procedures, intellectual property, business or strategic plans, contractual arrangements or negotiations, financial information, and employee information. Confidential Information does not include any information which (i) is rightfully known to the recipient prior to its disclosure; (ii) is released to any other person or entity (including governmental agencies) without restriction; (iii) is independently developed by the recipient without use of or reliance on Confidential Information; (iv) is or later becomes publicly available without violation of this Agreement or may be lawfully obtained by a Party from a non-party; or (v) which is a public record under California law.
 - b. If disclosure of Confidential Information is requested pursuant to law, statute, rule, or regulation (including a subpoena, a request made to a School under the California Public Records Act, or other similar form of process), the Party to which the request for disclosure is made shall (other than in connection with routine supervisory examinations by regulatory authorities with jurisdiction and without breaching any legal or regulatory requirement) provide the applicable Party(ies) with prior prompt written notice thereof to the extent practicable, and if practicable under the circumstances, shall allow the applicable Party(ies) to seek a restraining order or other appropriate relief.

Upon the termination or expiration of this Agreement, the Confidential Information of each Party in the possession of the other Party shall be returned and/or destroyed.

12. **Student Information.** Each Party is responsible for its compliance with the federal Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) ("**FERPA**"), federal Children's Online Privacy and Protection Act (15 U.S.C. §§ 6501–6506) ("**COPPA**"), and other applicable state and federal laws pertaining to student information and privacy. For each School, iCC1 is

a “third party” that may receive pupil records under California Education Code Section 49073.1(d)(6). Each School’s pupil records continue to be the property of and under the control of the School.

- a. To the extent necessary, iCC1 shall be designated as a “school official” having a legitimate educational interest in accessing each School’s student education records, as that term is defined by and for purposes of FERPA, thereby allowing iCC1 to access personally identifiable information from student education records from each School as part of its performance of the functions described in Attachment A. For purposes of this Agreement, the term “personally identifiable information” (“*PII*”) means any information that can be used on its own or with other information to (i) distinguish one person from another, (ii) identify, contact, or locate a single person, or (iii) de-anonymize anonymous data. The Parties and iCC1 will work together as needed to ensure compliance with all FERPA provisions as to the Shared Resources.
- b. iCC1 shall not use or disclose pupil records, including PII, received from or on behalf of another School except as necessary with respect to the performance of the functions described in Attachment A, as required by law, or as otherwise authorized in writing by the applicable School. iCC1 shall not use any PII in pupil records to engage in targeted advertising. iCC1 shall protect the pupil records it receives from or on behalf of another School no less rigorously than it protects its own pupil records, including the designation and training of responsible personnel. In the event of an unauthorized disclosure of PII, iCC1 shall notify the affected School(s) as soon as practicable, and shall, upon the affected School(s)’s request, notify affected parents, legal guardians and eligible pupils using reasonably available technological means such as electronic mail.
- c. To the extent any pupil-generated content is stored and managed by iCC1, pupils may retain possession and control of their own pupil-generated content or may transfer pupil-generated content to a personal account, by submitting a written request to their respective School. The School will have the ability to access any pupil-generated content by contacting iCC1, and iCC1 will provide assistance to the School upon request. For purposes of this Section, “pupil-generated content” means materials created by a pupil, including, but not limited to, essays, research reports, portfolios, creative writing, music or other audio files, photographs, and account information that enables ongoing ownership of pupil content. “Pupil-generated content” does not include pupil responses to a standardized assessment where pupil possession and control would jeopardize the validity and reliability of that assessment.
- d. A parent, legal guardian, or eligible pupil may request copies of pupil records or may inspect and review pupil records during regular school hours, by submitting a request to their respective School. The School will provide access to the pupil’s records no later than five (5) business days following the date of the request. A parent, legal guardian, or eligible pupil may request that their respective School correct erroneous information in the pupil records by submitting a written request to the School. The School’s site director or designee will meet with the parent, guardian, and/or eligible pupil and either grant or deny the request to change information in the pupil records.

- e. iCC1 hereby certifies that upon the termination or expiration of this Agreement, the pupil records of each School in the possession of iCC1 shall be returned to the School and/or destroyed.
13. **Insurance.** iCC1 shall maintain customary and reasonable insurance coverage necessary for the performance of the functions described in Attachment A, including professional liability for errors or omissions and/or directors and officers coverages, comprehensive general liability coverage, and automobile liability coverage. iCC1 shall name each Party as an additional insured under all of iCC1's policies. To the extent iCC1 incurs additional cost(s) for any enhancements necessary to its insurance policies to provide the Shared Resources to all Schools, such cost(s) may be allocated among the Schools according to Sections 2 and 3. Each Party shall be responsible for obtaining and maintaining workers' compensation coverage and unemployment insurance for its employees.
14. **Liability.** Each Party shall be and remain responsible for its own debts and obligations. Nothing in this Agreement shall be construed as imposing on a Party any liability arising out of the operations of any other Party, except as such liability may result from the performance of the first Party's obligations under this Agreement.
15. **Indemnification.** Each Party shall defend, indemnify, and hold the other Parties, and their employees, officers, directors, and agents, free and harmless against any liability, loss, claims, demands, damages, expenses, and costs (including attorneys' fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature arising in any manner out of the performance of its obligations under this Agreement, except to the extent such loss or damage was caused by the negligence or willful misconduct of another Party. Notwithstanding this, iAD, iL, iOCS, EG and SCVi shall defend, indemnify and hold iCC1, and its employees, officers, directors and agents, harmless against any liability, loss, claims, demands, damages, expenses, and costs (including attorneys' fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature brought by a past or present employee, contractor, agent, or worker ("Worker") of the other Party against iCC1 based on allegations that iCC1 is an employer, joint employer or otherwise liable for claims arising out of the Worker's working relationship with the other Party ("Employment Claims"). For Employment Claims against iCC1 and any other Party(ies) that are covered by the Parties' joint insurance, each Party shall be responsible for its equal share of the total insurance deductible.
16. **Fiduciary Obligations.** The governing body for each School has reviewed this Agreement in good faith, and in a manner in which it believes to be in the best interests of its School, and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances, and has determined that the Agreement is in the best interests of its School and that the cost allocation to be paid is fair and reasonable.
17. **Assignment.** No Party shall assign this Agreement, any interest in this Agreement, or its rights or obligations under this Agreement without the express prior written consent of the other Parties. This Agreement shall be binding on, and shall inure to the benefit of, the Parties and their respective successors and assigns.

18. **Dispute Resolution.** The Parties shall attempt to negotiate in good faith to resolve any dispute arising from or relating to this Agreement before resorting to litigation.

19. **Notice.** All notices, requests, demands, or other communications (collectively “**Notice**”) given to or by the Parties under this Agreement shall be in writing and shall be deemed to have been duly given on the date of receipt if transmitted by email or personally served on the Party(ies) to whom Notice is to be given, or seventy-two (72) hours after mailing by United States mail first class, registered or certified mail, postage prepaid, addressed to the Party(ies) to whom Notice is to be given, at the applicable address set forth below:

<i>To iCCI:</i> iLEAD California Charters 1 ATTN: Amanda Fischer 3720 Sierra Hwy, Suite A Acton, CA 93510 amanda.fischer@ileadcalifornia.org	<i>To iL:</i> iLEAD Lancaster ATTN: Deborah Autrey 254 E. Ave. K-4 Lancaster, CA 93535 deborah.autrey@ileadlancaster.org
<i>To iAD:</i> iLEAD Agua Dulce ATTN: Wendy Maxwell 11311 Frascati Street Agua Dulce, CA 91390 wendy.maxwell@ileadaguadulce.org	<i>To EG:</i> Empower Generations ATTN: Sajae Davison 44236 10th Street West, Suite 105 Lancaster, CA 93534 sajae.davison@empowergeneration.org
<i>To iOCS:</i> iLEAD Online Charter School ATTN: Kate Wolfe 3720 Sierra Highway, Suite A Acton, CA 93510 kate.wolfe@ileadonline.org	

20. **Headings.** The descriptive headings of the sections and/or paragraphs of this Agreement are inserted for convenience only, are not part of this Agreement, and do not in any way limit or amplify the terms or provisions of this Agreement.

21. **Applicability.** As of the Effective Date, this Agreement constitutes the entire agreement between the Parties with respect to the subject matter contained herein and supersedes all agreements, representations, and understandings of the Parties with respect to such subject matter.

22. **Arm’s Length and Independent Counsel.** This Agreement has been negotiated at arm’s length and between persons (or their representatives) sophisticated and knowledgeable in the subjects in this Agreement. Accordingly, any rule of law or legal decision that would require interpretation of any ambiguities against the Party that has drafted it is not applicable and is

waived. The provisions of this Agreement shall be interpreted in a reasonable manner to affect the purpose of the Parties and this Agreement. Each Party has been advised by or had an opportunity to seek advice from its independent counsel regarding this Agreement.

23. **No Waiver.** No waiver of any provision of this Agreement shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the Party making the waiver.
24. **Severability.** If any provision of this Agreement is invalid or contravenes California law, such provision shall be deemed not to be a part of this Agreement and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential purpose of this Agreement.
25. **Governing Law.** This Agreement shall be governed by and interpreted under California law.
26. **Authority to Contract.** Each Party warrants to the others that it has the authority to enter into this Agreement, that it is a binding and enforceable obligation of said Party, and that the undersigned has been duly authorized to execute this Agreement.
27. **Counterparts.** This Agreement may be executed in counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed, .pdf, or other electronic copy of the fully executed original version of this Agreement shall have the same legal effect as an executed original for all purposes.

IN WITNESS WHEREOF, the Parties execute this Agreement as of the Effective Date above.

ATTACHMENT A

LEARNING SUPPORT TEAM SERVICES:

Curriculum, Instruction, and Engagement (Tier 1)

- Provide training, coaching, and support of the iLEAD methodology (as requested).
 - Project-Based Learning (PBL)
 - Social-Emotional Learning (SEL)
 - 7 Habits
 - Love and Logic
 - Restorative Practices
 - Individualized Learning
 - Learner Outcomes
 - Individualized Learning Plans
 - Learner-Led Conferences
 - Learning Showcases
 - Portfolios/Leadership Notebook
 - Reports of Progress
- Provide new facilitator training.
- Provide curriculum training, coaching, and support of specific content-based programs (iCC1 approved) focusing on rigorous TK-12 literacy, English Language Development (ELD), math, science, humanities/social studies, and educational technology.
- Provide training, coaching, and support (as requested) in creating and sustaining a positive learning environment (e.g. instructional practices, procedures, engagement).
- Support family engagement by providing training for families to better understand aspects of iLEAD methodology (as requested).
- Provide access to the Learning Support Team dashboard of institutional resources and training.

Measuring Effectiveness

- Provide training, coaching, and support (as requested) for formative benchmark

assessments in core subject areas, NWEA MAP, and state-mandated assessments.

- Provide training, coaching, and support (as requested) in the use of data to drive academic and school improvement.
- Design, coordinate, and collect survey data to inform continuous improvement.

Learner Support Services

- Provide training, coaching, and support, as requested, in monitoring and operating programs for English Learners.
- Provide training, coaching, and support, as requested, in monitoring and operating programs for Foster, Homeless, and Migrant Youth.
- Provide representation at required Special Education Local Plan Areas (SELPA) meetings (such as CEO Council, Executive Council, PLC, etc.).
- Assist with SELPA communications.
- Assist through due process and mediation when necessary, including communications with legal counsel.
- Support ongoing efforts in equitable and inclusive practices for learners and educational partners, as requested.
- Develop and/or assist with implementing Multi-Tiered Systems of Support (MTSS) as requested.
- Partner to support the development and implementation of mutually agreed upon school initiatives (e.g. dual language immersion and play-based learning).

College and Career Readiness

- Support Career Technical Education (CTE) and college/career indicators as requested (University of California A-G approval, college credit courses, CTE, International Baccalaureate accreditation support, graduation rates, etc.).
- Train, coach, and support academic counselors as requested.
- Support accreditation partnerships and approvals, which may include NCAA accreditation, Workforce Innovation and Opportunity Act (WIOA) partnerships, work-based learning, and college credit courses, as requested.

COMPLIANCE AND REPORTING:

- Assist with the development of internal attendance recording procedures, monthly attendance review and data analysis, and provision of the attendance reports to the authorizing agency, as applicable.

- Maintain, prepare, and file state reporting through the CALPADS system for Fall 1, Fall 2, and End of Year Reporting. In addition, prepare and file CBEDS reporting and Civil Rights Reporting.
- Train, coach, and support with the requirements of learners' records and data. Prepare and file learners' records and data for the annual audit.
- Train, coach, and support on how to use the Student Information System.
- Support and guide the development of the School Accountability Report Card (SARC).
- Support and guide the development of the LCAP.
- Support WASC accreditation and renewal.
- Support preparing all federal, state, and local required plans and reports.
- Support School Site Council and develop the School Plan for Student Achievement as needed
- Support in state and federal-mandated assistance programs.
- Liaison between contracted service and school to ensure compliance with the National School Lunch Program (NSLP).

TECHNOLOGY FUNCTIONS:

Network & Communication Infrastructure & Security

- Develop, design, and maintain the organization's network infrastructure and Voice Over Internet Phone (VoIP) solution. Oversee all aspects of network security, procurement, troubleshooting, and infrastructure updates.
- Serve as the primary liaison for network, infrastructure, and equipment vendors, including the school's internet service provider and web security software providers.

Policy Development

- Assist with the development of technology policies, e.g. "Bring Your Own Device" and "Internet Use Policy."

Platform and Systems Administration

- Implement and administer Google Workspace, student information systems, learning management systems, and user account monitoring, including platform setup and maintenance.
- Act as the primary contact for vendor relations on required platforms and systems, offering guidance to ensure compliance with all relevant standards.

Technical Support

- Provide technical support through a ticketing system, coordinating with site staff and external vendors as needed.
- Provide staff, learners, and families with online testing technical support.

Employee and Learner Life Cycle Support

- Help coordinate and facilitate employee and learner IT onboarding/offboarding processes.

Inventory Management

- Assist sites with inventory management, including device updates, refresh schedules, and procurement.

E-Rate Coordination

- Serve as an E-Rate coordinator, working closely with the contracted E-Rate consultant to assist with the planning and filing of the school's E-Rate application. The cost of filing will be billed directly to the school.

Website Management

- Manage the technical aspects of the school website, including security, updates, and requested UI/UX changes.

LEADERSHIP SUPPORT AND DEVELOPMENT:

Vision and School Culture

- Provide training and collaborative opportunities aligned with Professional Standards for Leaders to develop vision for school success.
- Provide training on shared leadership models to enhance staff involvement, ownership of school goals, and effective management of resources.
- Provide one-on-one coaching to school leaders focus on leadership areas, such as strategic planning, school culture, staff development, and learner achievement.
- Facilitate peer learning communities and leadership networks which will allow school leaders to share best practices and will foster collaboration among school leaders and external experts.
- Provide a self-reflection tool to support goal-setting, growth, and personal/professional development for leaders to monitor progress.

Data-Driven Decision-Making

- Train, coach, and support for leaders to use learner performance data, school climate surveys, and other metrics for informed decision-making.
- Promote the use of data to set measurable goals, track progress, and adjust strategies for continuous improvement, ensuring alignment with school-wide priorities and resources.

Equity and Inclusivity

- Provide resources and strategies for embedding equity into school leadership practices, addressing achievement gaps, fostering cultural competence, and promoting inclusive environments.

Policy, Legal Compliance, and Strategic Planning

- Inform school leaders of applicable state and federal laws to ensure school operations are legally compliant and ethically sound.
- Offer training on legal and ethical responsibilities, including addressing complaints, handling personnel issues, and ensuring learner safety.
- Guide school leaders through the development of strategic plans that align with school and state priorities, ensuring that resource allocation, staffing, and facilities management align with the vision for success.

Community and Stakeholder Engagement

- Train, coach and support leaders to build and maintain strong relationships with parents, community organizations, and local educational partners to support student learning and school operations.

Resource Access and Utilization

- Equip leaders with strategies or tools to manage human, financial, and physical resources to foster a productive and safe learning environment.

Monitoring and Continuous Improvement

- Develop systems for the ongoing board evaluation of school leadership practices to track progress toward meeting professional standards for leaders and school-wide goals.
- Implement feedback loops to assess the effectiveness of leadership initiatives, programs, and resource utilization. This includes gathering insights from school leaders, staff, and partners to allow the school to refine services and ensure continuous improvement.
- Assist the Board in gathering information necessary regarding the school leader's progress toward goals as part of the Board's review and evaluation of the school leader.

SCHOOL, COMMUNITY, AND AUTHORIZER RELATIONS:

Community Relations Development & Support

- Support school leadership in creating and executing a community relations strategy that builds relationships with local and national politicians, chambers of commerce, business leaders, authorizers, and regional media outlets. Efforts will include establishing key contacts, coordinating outreach efforts, event participation, and the frequency of communication with stakeholders.

State & National Charter Organization Relationships

- Work closely with charter organizations such as CSDC, CCSA, APLUS+, and others to develop and maintain strong relationships. This will involve attending key conferences, fostering communication, and ensuring your school remains informed about best practices and policy changes.

Charter Authorizer Engagement & Compliance Support

- Act as a liaison between the school and your charter-authorizing agency, ensuring effective communication, compliance with performance standards, and successful charter renewal processes. This includes preparing for authorizer meetings, coordinating data reporting, and facilitating site visits.

Annual iLEAD California All-Staff Kickoff Celebration Planning & Execution

- Oversee the planning, organization, and execution of the annual iLEAD California all-staff kickoff celebration, including venue selection, logistics, team-building activities, and hospitality.

BOARD SUPPORT:

Relationship Building & Governance Processes

- Provide guidance to board members and school staff in developing effective relationships and understanding board meeting procedures and governance processes required by California public schools.

Board Member Training

- Coordinate training for board members on their roles, responsibilities, and best practices for effective governance, with a focus on policy development that meets legal requirements.

Technology & IT Support

- Assist board members with the use of IT platforms, including training on board-specific software for efficient governance.

Board Meeting Support

- Attend governing board meetings in person, online, or by phone as needed to present updates or annual reports, enabling informed decision-making by board members.

Compliance with Brown Act

- Provide support in the timely preparation of board notices, agendas, and other materials in accordance with the Ralph M. Brown Act. Offer a platform to publish agendas, assist in recording meeting minutes, and archive meeting records.

Document Management

- Publish, store, and archive all documents related to board meetings and school operations to ensure compliance and transparency.

Corporate Filings & Updates

- Assist in filing the Corporate Statement of Information and ensure all filings are up to date as required by law.

Consultant & Legal Counsel Coordination

- Facilitate coordination with the school's consultants and legal counsel as needed for governance support and advice.

Annual iLEAD California Board Development Training

- Plan, organize, and execute the Annual Board Development Training event, including venue selection, logistics, and training, ensuring the event runs smoothly and serves as annual board development training.

HUMAN RESOURCES:

Compliance and Reporting

- Obtain and maintain a Human Resources Information System (HRIS) for purposes of tracking all HR aspects of employment, such as payroll, benefits, leaves of absence, time off, and employee files.
- Set up and maintain employee files and facilitate the establishment of policies and procedures to help ensure compliance with state and federal requirements.
- File all employee-related required federal, state, and local reports.

- Maintain a method for providing and tracking various required employee trainings.
- Prepare all responses and documentation for Public Records Act (PRA) requests.

Employee Relations

- Support with creating and maintaining job descriptions to reflect accurate duties.
- Provide coaching on human resource matters.
- Assist with human resources services, including reflective supervision, employee evaluation, process guidance, and pre-mediation to address employee grievances.
- Coordinate new facilitator induction process.
- Provide compensation/pay analysis.
- Monitor and advise on the process with the compliance requirements of California educator licensing, credentialing, and enforcement of validity and renewal.
- Create, collect, and analyze employee surveys.

Talent Acquisition

- Assist and support the recruitment of the school's director and other leadership staff, including posting job descriptions, monitoring applications, applicant searches, pre-screening the proper qualifications, and presenting candidates to the school's governing board and/or school leadership.
- Assist and support the recruitment of staff, including posting job descriptions, monitoring applications and prescreening for proper qualifications, and presenting candidates to the school's leadership.

Onboarding/Offboarding, Leaves, and Workers' Compensation

- Facilitate hiring and onboarding process.
- Provide staff induction, including onboarding, benefits enrollment (when applicable).
- Facilitate offboarding of employees.
- Develop employment agreements.
- Support employee leaves and reasonable accommodations.
- Facilitate workers' compensation employee process.

Benefits

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

ACCOUNTING AND FINANCIAL SERVICES:

Payroll Accounting

- Review payroll entries and post payroll to the general ledger. Review employee coding in compliance with funding requirements.

Benefits Accounting

- Review benefits invoices and post journal entries. Review employee coding in compliance with funding requirements.

Accounts Receivable and Payable

- Review and process invoices and payments, collections, deposits, and transaction recording according to the generally accepted accounting practices and standards. Assist school staff in the process of verification of received goods and services. Provide technical training and support to staff on compliant purchase and procurement processes and procedures.

Annual Tax Reporting

- Prepare and submit accounts payable vendors' 1099s. Support the nonprofit corporation and the auditor in preparing Form 990 and California FTB Form 199 tax-exempt organization annual filing. Support with oversight of additional common annual corporate filings, as needed.

General Ledger Maintenance and Reconciliation

- Set up and maintain the chart of accounts and general ledger. Prepare monthly bank reconciliation(s), journal entries, and balance sheet reconciliation. Provide technical training and support on accounting procedures and best practices for financial risk management and internal controls to support clean audits.

Internal Controls, Fiscal Policies

- Provide technical training and support on accounting procedures and best practices for financial risk management services related to the review and implementation of the school's policies, including training on internal controls. Provide guidance and advice on fiscal compliance and best practices to school site staff.

Budget Development and Forecasting

- Support budgeting and forecasting through preparation and provision of the annual and monthly budgets, updated monthly budget forecasts, development of multiyear projections, development of cash flow projections and budget revisions, and the managing of cash flow and lines of credit, as applicable.

Authorizer Financial Reporting

- Prepare and file the preliminary budget, first and second interim, estimated actuals, and unaudited actuals reports based upon governing board approval, as applicable and as mandated by the authorizing agency.

Federal and State Systems & Reporting

- Develop and prepare the additional financial reports required for federal, state, and authorizing agency reporting, as applicable, such as Local Control and Accountability Plan (LCAP), federal and state grant fund financial reports, as well as special education compliance and reporting. Develop systems and processes to assist schools in compliance with federal funds, as applicable, including systems for time accounting, and tracking use of federal funds.

Grants

- Support grants administration, including budgeting, program development, and reporting.

Board Reporting

- Provide regular financial reporting to school's board.

Audit Support

- Review auditor contract; prepare financial documents for the auditors and assist the auditors to help ensure a smooth and timely audit process. Coordinate and support annual financial audit.

Accounting Platform & Reporting System

- Set up and maintain core financial accounting platforms for school to maintain audit compliance.

Developing Financing, Capital, Credit

- Assist and support the school as needed in obtaining additional financing in the form of a line of credit, working capital cash flow, and capital leases or long-term debt.

Strategic Financial Planning Support

- Provide strategic support, coordination, and assistance to school in charter renewal, and cooperation in authorizing agency and program audits. Consult with school leadership regarding strategic planning, with a focus on the evaluation of financial resources, budget

scenario development, and growth potential.

Bonds, Loans, and Special Projects Support

- Determine fees for optional project services on a project-by-project basis for additional financial initiatives, including one-time or discretionary state and federal funds, bonds, loans, and grants.

PAYROLL:

- Provide payroll setup, time card processing and review, payroll accounting, payroll reporting, and payroll record maintenance.
- Support and set up coding and mapping within payroll systems to produce W2 and 1099 forms.
- Support retirement administration including 403(b), Roth, and CalSTRS.
- Support workers' compensation reporting and billing.
- Support tax setup, administration, and reporting.
- Process employee status changes.
- Maintain communications with school directors regarding timelines, requests, and guidelines for processing payroll.

INSURANCE AND RISK MANAGEMENT SERVICES:

Insurance Procurement:

- Procure comprehensive general liability insurance coverage tailored to the needs of the school, in compliance with the school's charter.

Claims Support:

- Assist the school in navigating the insurance claims process, including documentation, submission, and communication with insurers to facilitate timely and efficient resolution.

Risk Management Guidance:

- Provide ongoing consultation and guidance on risk management strategies, including risk assessments, mitigation plans, and training to reduce potential liabilities.

FACILITIES:

Safety Coordination and Support

- **Emergency Operations Plan (EOP) Compliance**

- Create and update template ensuring compliance with the state's guidelines for Emergency Operations Plan (EOP), to help ensure school is prepared for any potential crisis or emergency.
- **Drill Planning & Compliance Monitoring**
 - Support school team in planning and conducting monthly, quarterly, and annual emergency drills (fire, lockdown, evacuation, etc.), while providing ongoing oversight to ensure full compliance with local regulations and best practices.
- **Safety Training & Awareness Programs**
 - Train staff and learners on safety procedures, emergency preparedness, and general campus safety awareness as requested.
 - Support school sites by employing a nurse to train staff, assist with triennials and initial IEPs, review compliance with California health mandates, and monitor immunizations, health screenings, and emergency medical protocols.
- **Utility & Service Documentation**
 - Provide a detailed documentation outlining all utilities and contracted services for each facility, ensuring access to critical operational information.
- **Fire Certification & Renewal Support**
 - Coordinate and manage all fire safety certifications and required renewals, ensuring compliance with fire codes and safety standards.
- **Security Systems & Monitoring**
 - Assess the school's security needs, recommend appropriate security systems (CCTV, access control, alarms), and ensure their installation, maintenance, and regular monitoring.
- **Incident Management & Reporting**
 - Develop an incident reporting and management system, enabling staff and learners to quickly report any safety or operational concerns and help monitor and address concerns with the school director.

FACILITIES OPERATIONS AND MAINTENANCE:

- **Procedures & Space Utilization**
 - Establish and implement operational procedures for both school and administrative spaces, making sure these areas are used efficiently, maintained properly, avoid overcrowding and underutilization and meet the needs of learners, faculty, and staff.
 - Monitor the use of space to avoid overcrowding and underutilization.

- **Maintenance Schedule & Prioritization**

- Create a proactive maintenance schedule for both high-traffic and low-priority areas to prevent wear and tear and ensure that all systems (HVAC, plumbing, electrical) are consistently functioning.
- Help with prioritizing emergency repairs and ensuring rapid response.

- **Minor Maintenance & Repairs**

- Ongoing assistance with minor repairs and routine facility maintenance, ensuring your buildings remain in good condition and minimizing any disruptions to the learning environment.

- **Campus Cleanliness & Sanitation**

- Provide support when requested in establishing and overseeing cleaning and sanitation schedules, ensuring all common areas, classrooms, restrooms, and outdoor spaces are maintained to high standards of hygiene, especially during health crises.

- **Vendor Procurement & Contract Management**

- Assist school staff in identifying vendors, connecting vendors and schools, and coordinating services with vendors for all facility-related services, e.g. cleaning, maintenance, and logistics.

OUTREACH AND COMMUNICATIONS:

Communications

- Provide comprehensive support with emergency and other delicate messaging.
- Support with writing, editing, and sending messages to families and staff.
 - Create a Monday Message draft each week. (New content is due by noon on Wednesday the week prior to publication.)
 - Send holiday/school closure announcements, event reminders, etc.
 - Update schools' email lists regularly.
 - Provide email data tracking (received, opened, clicked) as requested.
- Support with social media.
 - Create branded social media accounts and maintain credentials.
 - Schedule regular social media posts (marketing, reminders, and other announcements).

- Coordinate with school staff to ensure that posts include only learners with waivers signed.
- Monitor and optimize social media analytics.
- Monitor and support the response to social media comments and messages.
- Support schools with posting. (School admin has account access.)

Staff Recruitment/Retention

- Manage job board/site posts.
- Develop and support lifelong learning opportunities for staff through college/university connections.
- Engage in job fair/recruitment events.

Marketing

- Develop and actively update school marketing plans, including but not limited to:
 - Paid media (print & digital).
 - Community events or sponsorships.
 - Local radio advertising and informational programming.
 - Promotion of informational events and tours.
 - Press releases/media alerts.
 - Email and organic / paid social media messaging to support events.
 - Marketing content (digital and print).
 - Marketing consulting services.
 - Promotional materials.
- Assist with communication and advertisement of your learner recruitment events.
- Consult and support learner recruitment and retention initiatives.

Branding

- Develop and maintain branding consistency.
- Develop new logos, etc., as needed.
- Grow brand awareness.

- Store schools' branding materials for use (Self-Service app).

Digital Content Creation

- Coordinate with school staff to provide photo and video coverage of school events and activities.
- Create digital advertising content.
- Produce and publish digital content for website, social media, and marketing purposes.

Public and Media Relations

- Build and maintain relationships with local media outlets.
- Support public communications needs.
- Support your participation in community events.
- Create and distribute press releases and media alerts.
- Provide guidance for speaking with the press, and/or stand in as school's spokesperson as needed.

Crisis Management

- Provide training and planning for crisis communications.
- Create crisis communications and distribute via ParentSquare (email, phone, text), website, and social media).
- Provide follow-up communications and debriefs as needed.
- Coordinate with school administration to ensure that all media communications are handled in a timely and professional manner (crafting of messaging, spokesperson representation and support, monitoring and replying to community concerns).



iLEAD Lancaster
2026 - 2027 Consolidated Application Reporting System
Request for Funding
Executive Summary for Board Information
Board Approved:

The Consolidated Application is used by the California Department of Education to apply for and distribute funds from various Federal programs to county offices, school districts, and charter schools throughout California. The application is submitted online through a web-based Consolidated Application Reporting System (CARS).

Schools can request participation in Federal programs including: Title I Part A, Basic Grant (Low Income/low achieving students), Title II, Part A (Teacher and Principal Training and Recruiting), Title III, Part A (Immigrant and Limited English Proficient Students [LEP]) Title IV, Part A (Student Support and Academic Enrichment).

Once funds have been applied for with the Release of the application, the LEA's entitlements for each funded program will begin to be planned for and monitored. Out of each Federal program entitlement, LEAs allocate funds for indirect costs of administration for programs operated by the LEA and for programs operated at the school. In addition, every local educational agency (LEA) certifies the Spring Release data collections to document participation in Federal programs and provide assurances that the LEA will comply with the legal requirements of each program.

**Federal Program Descriptions that iLEAD Lancaster
Would Be Applying For:**

Title I Part A: Helping Disadvantaged Children:

A federal program to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title II Part A: Teacher Quality:

A federal program that increases student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified facilitators in the classroom and highly qualified school directors and leadership residents in schools.

Title IV, Part A: Student Support and Academic Enrichment:

A federal program to increase capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.

School Site Responsibilities

Each school receiving Federal Funds through the consolidated application is required to have a comprehensive school plan known as the School Plan for Student Achievement (SPSA) describing strategies and activities to improve student achievement and meet state standards. Supplementary services are provided by these programs to support the core program. Based on the school's comprehensive needs assessment, schools may utilize additional special highly qualified facilitators, coaches, counselors, care team members, tutoring assistance, scientifically research-based intervention programs, instructional technology, supplemental materials and equipment, professional development, conferences and workshop attendance, expert consultants, and parent/community engagement activities to meet the identified needs of the learners requiring supplemental services. Each school's School Site Council (SSC) is required to provide input, assist in the plan/budget development and recommend to the School Governing Board annually for approval of the planned program activities and budgets as part of the School Plan for Student Achievement. The School Director and/or designee reviews program regulations and guidelines with all site staff, parent groups such as iSupport and ELAC as applicable, and School Site Councils to ensure appropriate planning, implementation and evaluation and to maintain compliance for each program. All site plans are reviewed for compliance along with goals and activities to improve student achievement and parent involvement before being forwarded to the Board for approval.

Schools are responsible to oversee the funding budget, allowable expenditures, program development, and learner outcomes.

It is recommended that **iLEAD Lancaster** submit the Consolidated Application for the Federal Funded Programs listed above by date required by the State and Federal Government.

Title IX Policy for Sexual Harassment

Board Meeting Month/Year	June 2026
Overview of Policy	The Title IX Policy establishes a formal grievance procedure, beginning with reporting to a Title IX Coordinator who offers supportive measures, and may lead to a formal investigation and written decision based on the preponderance of evidence.
Updates to Policy	• Veribage updated to comply with current Federal law which removed gender • Updated title to include Grievance Procedures • Updated websites, school contact information • Updated verbiage to ensure no individual holds more than one role in the process • Updated Title IX complaint form



Title IX Policy and Grievance Procedures for Sexual Harassment

Board Approved: December 9, 2021

Revised Board Approved:

iLEAD Lancaster (“School”) is committed to maintaining a safe and respectful school environment that is free from discrimination and harassment. Title IX of the Education Amendment Act of 1972 (“Title IX”) prohibits discrimination on the basis of sex, including sexual harassment, in the School’s education programs and activities.

This Title IX ~~and Grievance Procedures Policy~~ for Sexual Harassment (“Policy”) details the School’s commitment to maintaining a learning environment that is free from sexual harassment and provides a grievance process for allegations of sexual harassment as defined under Title IX. Any individual can report sexual harassment at School to ~~s~~School staff (e.g., School Director, facilitator, etc.), and the School will take appropriate action in accordance with ~~the law and~~ this Policy.

Sexual harassment is a form of ~~gender sex~~ discrimination in that it constitutes differential treatment on the basis of ~~gender, gender identity or expression, or sexual orientation, sex~~ and, for that reason, is a violation of state and federal laws and a violation of this Policy. The School considers sexual harassment to be a major offense which can result in the suspension or expulsion of learners and termination of employees.

Definition of Sexual Harassment Under California Law

California Education Code section 212.5 defines sexual harassment as any unwelcome sexual advances, ~~requests for sexual advances~~, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s employment, academic status, or progress.
- Submission to, or rejection of the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual’s work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decisions affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual harassment may include, but is not limited to:

- Unwelcome verbal conduct such as suggestive, derogatory comments, sexual innuendoes, slurs, or unwanted sexual advances, invitations, or comments; pestering for dates; making threats; or spreading rumors about or rating others as to sexual activity or performance.
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; or use of obscene gestures.
- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault; or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss, and offers of benefits in return for sexual favors.

Under Education Code section 230, harassment and other discrimination on the basis of sex include, but are not limited to, the following: exclusion of a person or persons from participation in, denial of the benefits of, or subjection to harassment or other discrimination in, any academic, extracurricular, research, occupational training, or other program or activity; and exclusion from participation in, or denial of equivalent opportunity in, athletic programs. The full definition of discrimination and harassment based on sex from Education Code section 230 can be found here:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=230
<https://www.cde.ca.gov/re/di/eo/genequitytitleix.asp>

The definition of sexual harassment under California law and the definition of Sexual Harassment under Title IX overlap in some areas. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying based on gender, sex, ~~gender identity or expression~~, or sexual orientation are eligible to be investigated pursuant to the School's Uniform Complaint Procedures **under California law**. However, if any complaints alleging sexual harassment constitute Sexual Harassment as defined under Title IX (see below), the complaints shall be investigated under the Title IX Grievance Procedures for Sexual Harassment. The School prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process.

Sex Equity in Education Act Statement

Learners have all the rights set forth in Education Code section 221.8 (as applicable to School's programs). This includes the right to fair and equitable treatment, the right to a school environment without discrimination on the basis of sex, and the right to be provided with an equitable opportunity to participate in all academic extracurricular activities. The description of all rights set forth in Education Code section 221.8 can be found here:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=221.8
<https://www.cde.ca.gov/re/di/eo/genequitytitleix.asp>

For more information about Gender Equity/Title IX, please visit the following CDE website:
<https://www.cde.ca.gov/re/di/eo/genequitytitleix.asp>

Title IX Grievance Procedures for Sexual Harassment

I. Scope and Jurisdiction

This Policy's Title IX grievance procedures apply only to conduct that falls within the definition of "Sexual Harassment" under Title IX. School employees or learners may submit formal complaints of Sexual Harassment for investigation under this Policy. Sexual Harassment under Title IX means conduct on the basis of sex that falls within one or more of the following categories:

1. A School employee conditioning the provision of a school aid, benefit, or service on an individual's participation in unwelcome sexual conduct.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School's education program or activity.
3. Sexual assault, dating violence, domestic violence, or stalking (as those terms are defined in 34 CFR section 106.30(a)(3)).

II. Title IX Personnel

The School has designated the following individuals as its Title IX Coordinators to coordinate the investigation and resolution of Sexual Harassment formal complaints as outlined in this Policy.

Title: ~~iLEAD Lancaster School Director~~/Title IX Coordinator
Address: 254 E Ave #K-4
Lancaster, CA 93535
Phone: (661) 722-4287
Email: ~~info@ileadlancaster.org~~ safetyfirst@ileadlancaster.org

The Title IX Coordinators may designate other individual(s) to fulfill all or part of their duties. In addition to the Title IX Coordinators, the following Title IX Personnel are involved in the grievance process to address formal complaints:

- **Investigator**: The individual responsible for gathering all evidence related to the formal complaint. This individual will create an "Investigation Report" which will summarize the relevant evidence.
- **Decision-Maker**: The individual responsible for evaluating evidence in order to make a determination regarding the formal complaint. The Decision-Maker submits a written determination of findings to the parties. The Decision-Maker cannot be the Title IX Coordinator, the Investigator, or any individual involved in the investigation of the formal complaint.
- **Title IX Appeals Officer**: If applicable, this individual is responsible for evaluating an appeal of the final determination. The Title IX Appeals Officer cannot be the Title IX Coordinator, Investigator, Decision-Maker, or any individual involved in the investigation of the formal complaint.

All Title IX Personnel (i.e., the Title IX Coordinators, Investigator, Decision-Maker, Appeals Officer, and any person who facilitates an informal resolution process) will receive training in accordance with Title IX requirements. The Title IX Coordinator must ensure individuals responsible for investigating a

formal complaint are neutral.

III. Reporting Allegations of Sexual Harassment

Any individual (e.g., a learner or employee who is alleged to be a victim of Sexual Harassment or a parent/guardian of a learner who is alleged to be a victim of Sexual Harassment), may report Sexual Harassment directly to the School's Title IX Coordinator^s, or to any other available School employee who shall immediately inform ~~the~~ a Title IX Coordinator. Reports of Sexual Harassment can be made in-person, by mail, by telephone, by electronic mail, or by any other means that result in the Title IX Coordinator receiving the person's verbal or written report.

IV. The School's Initial Response to a Report of Sexual Harassment

Upon receipt of any report of Sexual Harassment, the Title IX Coordinator or designee will take the following steps. These steps are offered regardless of whether the complainant submits a formal written complaint:

1. Contact Complainant and Determine Need for Supportive Measures: The Title IX Coordinator will contact the complainant and respondent¹ to discuss the availability of supportive measures to stop the harassment, protect learners, and ensure access to the educational program. If a formal complaint was not filed, the Title IX Coordinator shall explain to the complainant the right to file a formal complaint and the process for filing a formal complaint. A formal complaint is one that contains the complainant's physical or digital signature, and it may be filed at any time with the Title IX Coordinator in person, by mail, or by email. A complainant may use the attached Title IX form to submit a formal complaint to the Title IX Coordinator.
 - a. Supportive measures are nondisciplinary and nonpunitive and shall be available at any point during the Title IX investigation. Supportive measures may include, but are not limited to: wellness check-ins, counseling services, extension of deadlines or course-related adjustments, modifications of work or class schedules, changes in work locations, or leaves of absences. The Title IX Coordinator is responsible for implementing the supportive measures.

¹ The "complainant" is the individual who is alleged to be the victim of conduct that could constitute Sexual Harassment. The "respondent" refers to the individual who has been reported to be the perpetrator of conduct that could constitute Sexual Harassment. If a parent or guardian has a legal right to act on behalf of a complainant or respondent, this right applies throughout all aspects of the Title IX matter, including the grievance process.

2. Determine Need for Emergency Removal: The Title IX Coordinator will review the facts to determine whether the respondent (either learner or staff) may need to be removed from an educational program or activity to prevent any further sexual harassment and/or maintain the safety of learners and staff.
 - a. The School may determine that removal from the educational program is justified due to an immediate threat to the physical health or safety of any learner or other individual arising from the allegations. The School will conduct an individualized safety and risk analysis before the removal. The School shall provide the respondent with notice and an opportunity to challenge the decision immediately following the removal.
 - b. If the respondent is a learner, the School is subject to applicable laws and School policies regarding involuntary removals, suspensions, and expulsions.
 - c. If the respondent is an employee, the employee may be placed on administrative leave during the formal complaint investigation.
- ~~3. Consider Use of Informal Resolution Process: At any time after an informal or formal complaint has been filed, but before reaching a determination regarding the allegation, the School may offer an informal resolution process (such as a mediation) to the complainant and respondent. However, the informal resolution process is not available where the complainant alleges that an employee sexually harassed a learner.~~

V. Initial Review of Formal Complaint:

If a formal complaint is filed, the Title IX Coordinator will review the complaint to determine whether it raises allegations that fall within the definition of Sexual Harassment under Title IX as described above. The School may consolidate multiple formal complaints where the allegations of Sexual Harassment arise out of the same facts or circumstances.

If it does, the Title IX Coordinator will follow this Policy's grievance procedures for formal complaints. If it does not, the Title IX Coordinator will determine whether the complaint should be dismissed (as explained below) and/or investigated pursuant to another applicable School policy (e.g., Uniform Complaint Procedures).

~~At any time after a formal complaint has been filed, but before reaching a determination regarding the allegation, the School may offer an informal resolution process (such as restorative justice or mediation) to the complainant and respondent. However, the informal resolution process is not available where the complainant alleges that an employee sexually harassed a learner. Participation in informal resolution is voluntary.~~

VI. Mandatory or Permissive Dismissal of Formal Complaint:

Under certain circumstances, a complaint must or should be dismissed by the Title IX Coordinator. The Title IX Coordinator will endeavor to make this determination no more than **ten (10) calendar days** from the date they receive the formal complaint.

1. Mandatory Dismissal: The Title IX Coordinator must dismiss the formal complaint if they determine any of the following:
 - a. The alleged conduct would not constitute Sexual Harassment as defined under Title IX even if proved;
 - b. The alleged conduct did not occur in the School's education program or activity; or
 - c. The alleged conduct did not occur against an individual in the United States.
2. Permissive Dismissal: The Title IX Coordinator may dismiss a formal complaint if they determine any of the following:
 - a. The complainant has notified the School, in writing, that they would like to withdraw the complaint or any allegations in the complaint;
 - b. The respondent is no longer enrolled in, or employed by, the School; or
 - c. Specific circumstances prevent the School from gathering evidence to reach a determination with regard to the complaint.

Written Notice of Dismissal: If the Title IX Coordinator dismisses the complaint, they must send written notice of the dismissal simultaneously to both parties (complainant and respondent) as follows:

- The written notice should state the reason(s) for the dismissal and inform the parties of their right to appeal in accordance with the procedures described in the "Appeals" section below.
- If the Title IX Coordinator determines another School grievance procedure (e.g., Uniform Complaint Procedures) is the appropriate grievance procedure for the complainant's allegation(s), the written notice shall inform the parties (complainant and respondent) of the School's intent to investigate the complaint through that grievance procedure.

VII. Title IX Grievance Procedures

If the Title IX Coordinator does not dismiss the formal complaint, the School will initiate the following Title IX Grievance Procedures and issue a Written Decision. The School will endeavor to complete its investigation and issue a Written Decision within **sixty (60) calendar days of receipt of the formal complaint**.

1. Send Written Notice of Formal Complaint

The Title IX Coordinator must provide the parties (complainant and respondent) with a Notice of Formal Complaint. The Title IX Coordinator will endeavor to provide this Notice within **ten (10) calendar days of receipt of the formal complaint**. The notice shall include: (1) a copy of

this Policy; (2) a description of the allegations potentially constituting Sexual Harassment with sufficient details known at the time; (3) a statement that the respondent is presumed not responsible for conduct and that a determination regarding responsibility is made at the conclusion of the grievance process; (4) a statement informing the parties of the opportunity to have an advisor of their choice throughout the grievance process and the ability to inspect and review evidence; and (5) a statement informing the parties that they must not knowingly make false statements or submit false information.

2. Investigator Conducts Investigation

The Investigator will gather and review evidence related to the allegations. This can include, but is not limited to, interviewing parties or witnesses, as well as reviewing relevant evidence. The Investigator will not require, request, or rely upon any information protected under a legally recognized privilege, unless the person holding such privilege has waived it.

Written notice of all investigative interviews or other meetings must be provided to any individual whose participation is invited or expected to be provided with sufficient time for the individual to prepare to participate. Notice must include the date, time, location, participants, and purpose of the meeting. Attendees of such meetings will have the right to be accompanied by an advisor of their choice.

3. Investigator Provides Parties Equal Opportunity to Review Gathered Evidence

The Investigator will provide both the complainant and respondent with an equal opportunity to review the evidence that is directly related to the allegations raised in the formal complaint. The parties will have a period of at least **10 calendar days** before the Investigative Report is provided to the parties to review the evidence, ask the Investigator additional questions, and provide or suggest additional evidence to be considered by the Investigator.

4. Investigator Prepares and Shares Investigative Report

The Investigator will prepare an Investigative Report summarizing the relevant evidence. The Investigative Report is not the School's final Written Decision. The Investigator will send the Investigative Report to the parties and their advisors, if any, for their review and written response at least **10 calendar days** before issuance of the Written Decision. The School will inform the parties in writing that they may submit to the Decision-Maker written, relevant questions that the parties want asked of any party or witness. The Decision-Maker is responsible for providing the responses (if any) to these questions to both parties.

5. Decision-Maker Issues Written Decision

The Decision-Maker will endeavor to issue the Written Decision within **sixty (60) calendar days from the receipt of the formal complaint**. The Decision-Maker will issue a Written Decision to both parties simultaneously. The Decision-Maker uses the "preponderance of evidence" standard (i.e., it is more likely than not that the respondent committed the alleged conduct). The Written Decision will include all of the following:

- a. Identification of the allegations potentially constituting Sexual Harassment.

- b. A description of the procedural steps taken by the School during the investigation process (e.g., notifications to the parties, interviews with the parties and witnesses, site visits, or methods used to gather other evidence).
- c. Findings of fact supporting the determination.
- d. Conclusions regarding the application of the School's policies to the facts.
- e. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the School imposes on the respondent, and whether remedies designed to restore or preserve equal access to the School's educational program will be provided by the School to the complainant.
- f. The School's procedures and permissible bases for either party to appeal the decision.

6. Remedies

If the School determines that the respondent engaged in Sexual Harassment, the School will provide remedies to the complainant, as appropriate. This may include supportive measures. Remedies may also include: transfer from a class; parent/learner conference(s); positive behavior support; warnings; detention; and/or formal discipline, such as suspension and expulsion. When an employee is found to have committed Sexual Harassment, the School will take appropriate disciplinary action, up to and including termination, in accordance with School policies and as permitted by law.

VIII. Appeals

Either party may appeal the School's Written Decision, or its dismissal of a formal complaint or any allegation in the complaint, within **five (5) calendar days of the decision**. An appeal may be made on any of the following grounds:

1. A procedural irregularity affected the outcome.
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter.
3. The Title IX Coordinator, Investigator(s), or Decision-Maker(s) had a conflict of interest or bias for or against the complainant or respondent that affected the outcome of the matter.

Upon receipt of an appeal, the School will provide a written notification to the other party about the appeal that gives both parties a reasonable, equal opportunity to submit a written statement in support of/challenging the appeal.

The Title IX Appeals Officer (not Decision-Maker, Title IX Coordinator, or Investigator) shall issue a written decision of an appeal, including the rationale for the result, to both parties

simultaneously. The Title IX Appeals Officer will endeavor to issue their decision within **thirty (30) calendar days from the receipt of the appeal**.

IX. Record Keeping

The School will maintain for a period of seven (7) years records pertaining to Title IX Sexual Harassment allegations in accordance with 34 CFR section 106.45(b)(10), as well as all material used to train Title IX Personnel.

X. Updates

The School Director or designee may update, modify, or implement this policy in a manner to comply with applicable law.

~~Title IX Sexual Harassment Complaint Form~~

~~Instructions:~~ This form can be completed by any individual who has knowledge of a sexual harassment conduct occurring within the education program or activity of iLEAD Lancaster ("School"). Please complete the information below. Should you need additional space or would like to provide documentation to support the allegations in the complaint, you can attach those to this complaint form. If you have any questions, please contact one of the School's Title IX Coordinators listed below:

~~Contact Information and Complainant's (Victim) Information~~

Full Name of Person Filing the Complaint: _____

Address: _____

Phone: _____ Email: _____

Complainant's (Victim) Full Name (if different from above): _____

~~Respondent's (Accused) Information~~

Respondent's Full Name: _____

Is the accused a learner? ☐ No ☐ Yes

If yes, what is the student's grade and relation to complainant: _____

Is the accused a School staff member? ☐ No ☐ Yes

If yes, what is the staff member's relation to the complainant (e.g., _____
facilitator)? If no, what is the accused's affiliation to the School? _____

~~Details of Complaint~~

Date of the Alleged Incident(s): _____ Location of Alleged Incident(s): _____

~~Please describe the facts underlying your complaint. Provide details such as the names of those involved, the dates of the incident(s), whether witnesses were present and the names of any witnesses, etc. Please provide any details which you feel might be helpful to a complaint investigator.~~

~~Did the harassment occur at School or during a School activity? If so, please describe:~~

~~Did this incident interfere with your ability to access or participate in School programs or activities? If so, please describe:~~

~~List the individuals involved in the relevant incident(s):~~

~~List any witnesses to the incident(s):~~

Acknowledgements

~~By submitting this form to the School's Title IX Coordinator, I wish to initiate the School's formal Title IX Grievance Procedures.~~

~~Signature of Complainant _____ Date _____~~

~~Once you have completed this form, please submit it to the Title IX Coordinator.~~

~~iLEAD Lancaster School Director/Title IX Coordinator
254 E Ave #K-4
Lancaster, CA 93535
(661) 722-4287
info@ileadlancaster.org~~

TITLE IX COMPLAINT FORM

Your Name: _____ Date: _____

Address: _____

Phone: _____ Email: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements; etc.) (Attach additional pages, if needed):

I hereby authorize iLEAD Lancaster to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from the School.

Signature of Complainant

Date: _____

Print Name

To be Completed by the School:

Received by: _____ Date: _____

Follow up meeting with complainant held on: _____

Independent Study Policy

Board Meeting Month/Year	June 2026
Overview of Policy	This policy outlines the requirements, expectations, and procedures for student participation in the School's Independent Study program, including enrollment, instructional structure, and required learning agreements. It ensures students receive standards-aligned instruction, appropriate resources, and regular engagement while establishing accountability for progress and attendance. The policy also defines monitoring, reengagement, and support processes to ensure student success and compliance with state regulations.
Updates to Policy	- Through review with legal, updated to align with the school's written agreement & educational code - Updated Master Agreement to Written Agreement - Updated 20 days to 25 days - Added in section regarding Exceptions for Pupils Under Professional Care - Added in section regarding Independent Study Instructional Continuity Plan for Students Affected By School Closure Or - Emergency



Curriculum and Instruction
Independent Study Policy
Board Approved: September 17, 2024
Revised Approved Date:

Purpose and Scope

For iLEAD Lancaster School (“School”) to provide written policies pursuant to Education Code Section 51747. ~~procedure and a framework for eligible students to enroll in the iLEAD Lancaster School Charter (“School”) Independent Study programs.~~

General

- ~~1. Independent Study students must be enrolled in the iLEAD Lancaster Charter School~~
- ~~2. iLEAD Lancaster retains discretion to approve Independent Study for any pupil.~~
- ~~3. All Independent Study students must sign a new Independent Study Master Agreement (“MA”) every year.~~
- ~~4. Independent Study Teacher of Record — A certificated teacher of iLEAD Lancaster Charter schools must supervise, coordinate, and evaluate the work of each student engaged in Independent Study.~~
1. The School ~~The Independent Study Teacher of Record~~ may claim ~~grant~~ no more than one day of apportionment credit ~~(ADA)~~ for each day that the school is in session, and only to the extent of the time value of learner work products, as personally judged in each instance by a certificated teacher employed by the School ~~the Teacher of Record~~, or the combined time value of ~~pupil~~ learner work product and ~~pupil~~ learner participation in synchronous instruction, ~~per learning period~~.
 - For purposes of this section, “learner work products” may include the daily time value spent by a learner engaged in asynchronous instruction, including work completed on an online or computer-based instructional activity, regardless of whether learner work products are produced, if the computer program documents learner participation. The School shall maintain documentation of each hour or fraction of an hour of both learner work products (i.e., by assigning a time value to learner work products) and the time that the learner engaged in asynchronous instruction (e.g., tracking of time spent in asynchronous instruction).
 - For purposes of this section, “learner participation in synchronous instruction” may include, but is not limited to, learner work produced or performed, or documentation that the learner participated in an instructional period either virtually or verbally, as verified by a certificated employee and maintained by the School for each hour or fraction thereof of the synchronous instructional offering.
2. ~~In a charter school, for the purposes of,~~ The ratio of average daily attendance for independent study ~~pupils~~ learners to full time equivalent ~~FTE~~ certificated employees responsible for independent study shall not exceed a pupil-teacher ratio of 25:1 or the ratio of ~~pupils~~ learners to full-time equivalent certificated ~~employees~~ for all other educational programs operated by the

largest unified school district, as measured by average daily attendance, as reported at the second principal apportionment in the prior year, in the county or counties in which the ~~charter~~ School operates.

3. An individual with exceptional needs as defined in Education Code Section 56026 may participate in independent study if their Individualized Education Program (IEP) specifically provides for that participation.
- ~~4. The School shall provide appropriate existing services and resources to enable students to complete their independent study successfully~~
- ~~5. The School Director shall report to the board the number of students in independent study by typical categories of study and duration; the ADA generated; a description of the students' performance on those indicators of quality which the board may specify; and the number and proportion of students, by typical categories, who graduate or successfully complete their studies.~~
6. The School will provide content to ~~students~~ learners aligned to grade level standards that is substantially equivalent to in-person instruction. For high school ~~students~~ learners, this includes access to all courses offered by the School for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria.
7. The School shall comply with all applicable laws, as may be updated from time to time, including but not limited to Education Code Section 51744 et seq., 5 CCR 11700 et seq., the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted thereunder.
8. The School Director or designee is authorized to take any necessary actions to implement these policies in accordance with applicable law.

Master-Written Agreements

A current written agreement for each independent study learner shall be maintained on file. ~~The School Director or designee shall ensure that the School executes a Written Independent Study Agreement with each participating student as prescribed by law.~~ Individual independent study written agreements and any subordinate contracts and assignments must be consistent with the School's adopted course of study.

~~The Independent Study Agreement for a student must require and cover a study plan that represents no less than the equivalent of a minimum school day for the student's grade level for every school day covered by the agreement.~~ Written agreements may include subsidiary agreements, such as course contracts, assignments and work records.

Written Learning Agreements Shall Include:

1. ~~A schedule of~~ The manner, frequency, ~~date~~, time, and place for submitting a ~~student's~~ learner's assignments, for reporting the ~~student's~~ learner's academic progress, and for communicating with a ~~student's~~ learner's parent, legal guardian, or caregiver regarding a ~~pupil's~~ learner's academic progress.
2. The objectives and methods of study for the ~~student's~~ learner's work, and the methods utilized to evaluate that work.
3. The specific resources, including materials and staff, which will be made available to the ~~student~~ learner. These resources shall include confirming or providing access to all ~~students~~ learners to the connectivity and devices adequate to participate in the educational program and complete assigned work.
4. A statement of the School's policies ~~adopted pursuant to subdivisions (a) and (b) of Education Code Section 51747~~ regarding the maximum length of time allowed between the assignment and the completion of a ~~student's~~ learner's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the ~~student~~ learner should be allowed to continue in independent study.

5. The duration of the independent study ~~written~~ agreement, including the beginning and ending dates for the ~~student's learner's~~ participation in independent study under the ~~written~~ agreement. No independent study ~~written~~ agreement shall be valid for any period longer than one school year.
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the ~~written~~ agreement, to be earned by the ~~pupil learner~~ upon completion.
7. A statement detailing the academic and other supports that will be provided to address the needs of ~~students learners~~ who are not performing at grade level, or need support in other areas, such as English ~~Language Learners~~, individuals with exceptional needs in order to be consistent with the ~~student's learner's~~ IEP or plan pursuant to Section 504 of the Federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), ~~students learners~~ in foster care or experiencing homelessness, and ~~students learners~~ requiring mental health supports.
8. A statement that independent study is an optional educational alternative in which no ~~student learner~~ may be required to participate. In the case of a ~~student learner~~ who is referred or assigned to any school, class, or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the ~~student learner~~ through independent study only if the ~~student learner~~ is offered the alternative of classroom instruction.

Short Term Independent Study ~~Written~~ Agreements

Written Agreements for short-term independent study, defined as 15 or fewer school days, may be signed at any point during the school year in which the independent study takes place. A short-term independent study ~~contract~~ ~~written agreement~~ is a voluntary alternative to a regular classroom program of instruction when a learner is absent from school for not more than fifteen (15) consecutive school days and not more than twenty (20) school days a year.

Requests for ~~an~~ independent study ~~contracts-written agreement~~ must be given to the School Director, or designee, at least 3 school days prior to the first day of the absence (in the event of an emergency, contact the director.)

All assigned work is due on the day upon which the learner is scheduled to return to the classroom.

Long Term Independent Study ~~Written~~ Agreements

Written agreements for long-term independent study, defined as 16 days or longer, are still required to be fully signed prior to the commencement of independent study participation.

~~For learners participating in independent learner for more than 15 days, the learning written agreement shall be signed by the pupil student and, if the pupil student is less than 18 years of age, the pupil's learner's parent, or legal guardian, or caregiver if the learner is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the student learner., as applicable. For purposes of this paragraph, "caregiver" means a person who has met the requirements of Part 15 (commencing with Section 6550) of Division 11 of the Family Code. The signed learning agreement constitutes permission from a pupil's parent or legal guardian, if the pupil is less than 18 years of age, for the pupil to receive instruction through independent study.~~

A physical or electronic copy of the signed ~~learning written~~ agreement shall be retained by the ~~charter~~

School for at least three years and as appropriate for auditing purposes.

For purposes of this section, an electronic copy includes a computer or electronic stored image of an original document, including, but not limited to, portable document format, JPEG, or other digital image file type, that may be sent via fax machine, email, or other electronic means.

In the event that the certificated employee designated as having responsibility for the general supervision of independent study (“Supervising Educational Facilitator of Record”) changes/is replaced mid-year, the new Supervising Educational Facilitator of Record shall sign an Addendum to the written agreement for independent study. Only the Supervising Educational Facilitator is required to sign.

Before signing a written agreement, the parent, legal guardian or caregiver of a ~~pupil~~ learner may request that the School conduct a phone, videoconference, or in-person learner ~~student~~-parent-educator conference or other school meeting during which the learner ~~student~~, parent, legal guardian, or caregiver and, if requested by the learner, ~~student~~ or parent, legal guardian, caregiver, or an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the ~~student~~ learner in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

Participation May Be Limited

- ~~9. An individual with disabilities, as defined in Education Code 56026, may participate in independent study if their individualized education program specifically provides for such participation. (Education Code 51745)~~
- ~~10. Students enrolling in independent study must be residents of the local county or an adjacent county. (Education Code 51747.3)~~

Maximum Length of Time to Show Evidence of Work Completion

For ~~pupils~~ learners in all grade levels and programs offered by the School ~~iLEAD Lancaster~~, the maximum length of time that may elapse between the time an independent study assignment is made and the date by which the learner must complete the assigned work, ~~to show evidence of work completion~~ shall be twenty-five (~~20~~ 25) school days.

Guidelines for Missing Evidence of Work Completion

If any learner ~~student~~ fails to complete at least 75% of work assigned for one learning period, or is not making satisfactory educational progress as defined below, ~~and/or~~ accumulates 20 absences in a school year due to insufficient work completion and/or engagement, ~~as evaluated by the School Director or designed shall Facilitator, the school may~~ conduct an evaluation ~~will be made~~ to determine whether it is in the best interest of the learner to remain in independent study. ~~is an appropriate strategy for the . to support the needs of the student, which may result in a determination that this independent study program is not an appropriate fit for the student.~~

A learner ~~student~~ is deemed to be making “satisfactory educational progress” if the ~~student~~ learner is on track to enter the next grade level at the completion of the current school year and/or progressing toward meeting their goals ~~and/or metrics~~ pursuant to their ~~Personalized Learning Plan and/or their Individualized Education Plan (IEP)~~. The School Director or designee is responsible for making this determination based on all of the following indicators:

1. The ~~student’s~~ learner’s achievement and engagement in the independent study program, as indicated by the ~~student’s~~ learner’s performance on applicable ~~student~~ learner-level measures of ~~student~~ learner achievement and ~~student~~ learner engagement set forth in Education Code Section 52060(d)(4)- (5).
2. The completion of assignments, assessments, or other indicators that show the ~~student~~ learner is

- working on assignments.
3. Learning required concepts, as determined by the supervising teacher.
 4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim **pupil learner** record. This record shall be maintained for a period of three (3) years from the date of the evaluation and if the **pupil learner** transfers to another California public school, the record shall be forwarded to that school.

~~Any student wishing to transition to in-person instruction should make a written request to the School Director or designee or to their assigned teacher of record. Upon receipt of the written request, the School will assist the student with enrolling in the in-person program offered by their district of residence and will transfer the student's educational records within five school days.~~

Procedures for Tiered Reengagement

If a **student learner** does not generate attendance for more than 10% of required minimum instructional time over four continuous weeks of the school's approved instructional calendar, **students** is found not participatory in synchronous instructional offerings pursuant to Education Code **Section 51747.5** for more than 50% of the scheduled times of synchronous instruction in a school month as applicable by grade span, or ~~is for students who are~~ in violation of their written agreement **pursuant to Education Code Section 51747(g)**, the School will:

- Verify current contact information for each enrolled **student learner** ;
- Notify parents, **legal** guardians, or **caregivers** of lack of participation within one school day of the **student's learner's** absence or lack of participation (e.g., via email, message, text, telephone, letter, etc.);
- Reach out to the **student learner** directly and/or parents, **legal** guardians, or **caregivers** as well as health and social services as necessary, to determine the **student's learner's** needs for reengagement; and
- ~~If the student has failed to complete at least 75% of work during one learning period, is failing to make satisfactory educational progress as defined herein, the School will S~~schedule a **student learner-parent-educator** conference (a meeting involving all individuals who signed the **student's learner's** written agreement) to review the **student's learner's** agreement and reconsider the independent study program's impact on the **student's learner's** achievement and well-being.
- Implement any local programs intended to address chronic absenteeism, as applicable.

Plan for Live Interaction and Synchronous Instruction

Based on each **student's learner's** grade level, the School ~~their assigned teacher(s) of record~~ will schedule and offer opportunities for synchronous instruction and **daily** live interaction at least as frequently as set forth below.

"Live interaction" means interaction between the **student learner** and School staff, and may include peers, ~~provided for the purpose of to~~ maintaining school connectedness. Examples of live interaction include ~~but are not limited to~~ check-ins, progress monitoring, provision of services, and instruction. ~~and~~ Live interaction ~~may take place can be~~ in-person or in the form of internet or telephonic communication.

"Synchronous instruction" means classroom-style instruction, designated small-group instruction, or one-on-one instruction delivered in person or in the form of internet or telephonic communications by

the ~~student's~~ learner's assigned teacher of record(s), and involving live two-way communication between the teacher and learner.

1. For ~~students~~ learners in grades TK-3, inclusive, their assigned teacher(s) of record will schedule and offer opportunities for daily synchronous instruction for all learners throughout the school year.
2. For ~~students~~ learners in grades 4-8, their assigned teacher(s) of record will schedule and offer opportunities for at least weekly synchronous instruction, and a School employee (classified or certificated) will schedule and offer daily live interaction for all learners throughout the school year.
3. For ~~students~~ learners in grades 9-12, their assigned teacher(s) of record will schedule and offer opportunities for at least weekly synchronous instruction for all learners throughout the school year.

The School will document each ~~student's~~ learner's participation in live interaction and synchronous instruction on each school day, as applicable, in whole or in part for which live interaction or synchronous instruction is provided. A ~~student~~ learner who does not participate in scheduled live interaction or synchronous instruction on a school day will be documented as non-participatory for that school day for purposes of ~~pupil~~ learner participation reporting and tiered reengagement.

Plan to Transition Learners Whose Families Wish to Return to In-Person Instruction

When any family notifies the School in writing of their wish to return to in-person instruction, the School will support the transition of the learner(s) from independent study expeditiously and in no case later than five (5) instructional days, by providing the family with a list of schools in the school district of residence and the surrounding area with options for in-person instruction.

Exceptions for Learners Under Professional Care

Learners who participate in an independent study program for fewer than 16 school days in a school year, and learners enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse, are not subject to the tiered reengagement procedures, plan for live interaction and synchronous instruction, and plan to transition learners whose families wish to return to in-person instruction provisions as described above. The School shall obtain evidence from appropriately licensed professionals of the need for learners to participate in independent study pursuant to this subdivision.

~~Methods of Evaluating Evidence of Work Completion~~

~~State mandated assessments (mandatory), portfolio, parent and Independent Study Facilitator's observations, assigned work, work samples, student learner conferences, and any other testing as required by school, including, but not limited to, pre and post assessments.~~

~~Resources Available to Independent Home Study Students Learners~~

~~This student learner is entitled to school services including, but not limited to, school personnel, a credentialed teacher, textbooks, computers and software, supplementary materials, educational activities, and community services.~~

Independent Study Instructional Continuity Plan for Learners Affected By School Closure Or Emergency

For any learner impacted by fire, flood, snowstorm, impassable roads, epidemic, earthquake, the imminence of a major safety hazard as determined by the local law enforcement agency, a strike involving

transportation services to learners provided by a non-school entity or an order provided for in Education Code section 41422, the School shall offer those learners independent study within 10 instructional days of the first day of a school closure or emergency. Learners with exceptional needs shall receive the services identified in their individualized education programs and may participate in independent study.

As soon as possible, unless prohibited under the direction of the local or state health officer, the School shall reopen for in-person instruction. Instruction for learners impacted by such emergencies shall be provided in accordance with relevant provisions of the School's Comprehensive School Safety Plan, laws generally governing independent study, and this policy.

Promoting Safe Environments for Student Learning and Engagement - Coverage

This policy is formerly known as the Employee-Student Relations policy. This new version was created by our outside legal counsel and is significantly more comprehensive than the existing policy. In addition to employees and learners, it now includes volunteers and contractors.

This new version contains the points from the current policy, fills some gaps that have existed, and meets the ever-changing legal requirements.

Additionally, the wording from the current policy was previously included verbatim in the employee guidebook. In the newest version of the employee guidebook, we have removed that section and replaced it with language that directs you to refer to this policy regarding employee-learner relations.



Policies for Promoting Safe Environments for Student Learning and Engagement

Board Approved:

1. Purpose and Scope

iLEAD Lancaster, which operates California public charter schools (“iLEAD” or the “School”), is committed to promoting safe environments for learner learning and engagement. iLEAD ensures that the School is a safe and nurturing place for learners that is free from fear, threats of violence, violent crimes, and sexual offenses committed by, or intended to be committed by, other learners, employees, volunteers, and contractors. The School also promotes safe environments for learning and engagement that are easily supervised through its facilities and furnishing of facilities. This policy is intended to meet the requirements of Education Code section 32100(b). The School may work with its insurance provider, public entity risk pool, joint powers authority, or other relevant stakeholder(s) as applicable or as needed to identify and adopt best practices to prevent violent crimes, injury, sex offenses, and egregious misconduct. The School’s CEO or designee is authorized to update this policy as needed to align with CDE guidance and/or applicable law.

2. Professional Boundaries and Appropriate Limits on Contact

iLEAD expects all employees, volunteers, contractors (collectively, “EVCs”), and learners to behave professionally and exercise good judgment when interacting with one another. In accordance with Education Code section 32100, this policy addresses professional boundaries (i) between learners and EVCs, (ii) among and between learners, and (iii) among and between EVCs, and (iv) establishes appropriate limits on contact during or outside of the school day between learners and EVCs via social media internet platforms, text messaging, and other forms of communication that do not otherwise include the learner’s parent or guardian.

This policy may not apply to interactions that take place between learners and their own parents, legal guardians, or family members, where those individuals are also EVCs. However, EVCs who are parents, legal guardians, or family members of current learners are expected to behave professionally in the school environment.

i. Professional Boundaries Between Learners and EVCs

iLEAD expects its EVCs to maintain appropriate professional relationships with learners and be sensitive to the appearance of impropriety in their conduct with learners. The purpose of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between learners and EVCs, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or grooming.

The following are examples of acceptable behavior by EVCs with respect to learners, including but not limited to:

- Handshakes
- “High-fives” and light fist/hand bumps
- Physical contact or touch required under an IEP, behavioral contract, or 504 Plan
- In an in-person setting: avoiding being alone with a learner, keeping any doors wide open if you are in a room alone with a learner unless in a counseling or other similar setting, keeping reasonable and appropriate space between you and the learner unless permitted by iLEAD (e.g., nurses, etc.)
- Holding hands while walking with young learners or learners with disabilities
- For employees and designated contractors, assisting with toileting of young or disabled learners in view of another staff member and in compliance with applicable policies
- Stopping and correcting learners if they cross your own personal boundaries, including, but not limited to, touching your legs, or buttocks, frontal hugs, kissing, or caressing
- Prioritizing professional behavior during all moments of learner contact

The following are examples of unacceptable behavior by EVCs with respect to learners, including but not limited to:

- Kissing of ANY kind
- Full frontal or rear hugs and lengthy embraces
- Touching buttocks, thighs, chest, stomach, or genital area
- Wrestling or roughhousing, except as permitted in the context of an athletics program
- Tickling or piggyback rides
- Any form of sexual contact
- Any type of unnecessary physical contact with a learner in a private situation or in an unobserved location
- Intentionally being alone with a learner outside of ordinary job duties (e.g., a 1:1 counseling setting), including but not limited to being alone with a learner when away from school and outside of school hours
- Furnishing alcohol, tobacco products, vaping products, CBD products, marijuana, drugs or controlled substances to a learner or failing to report knowledge of a learner’s possession of such
- “Dating” or “going out with” a learner
- Remarks about physical attributes or physiological development of anyone. This includes comments such as “Looking fine!” or “Check out that [body part].”
- Taking photographs or videos of learners for personal use or posting photographs or videos of learners online without iLEAD’s express permission
- Either partially or fully undressing in front of a learner or asking a learner to undress with the intent to view/expose private body parts
- Sharing a bed, mat, or sleeping bag with a learner
- Making, or participating in, sexually inappropriate comments to or in the presence of learners
- Making sexual jokes, or jokes/comments with sexual overtones or double-entendres to or in the presence of learners

- Seeking emotional involvement (which can include intimate attachment) with a learner beyond the normative care and concern required of an employee, volunteer, or contractor
- Listening to or telling stories that are sexually oriented to or in the presence of learners
- Discussing your personal troubles or intimate issues with a learner
- Becoming involved with a learner so that a reasonable person may suspect inappropriate behavior

iLEAD also maintains additional related policies in this regard, including the Employee Guidebook; Uniform Complaint Procedures Policy; and Title IX Policy for Sexual Harassment and Grievance Procedures.

ii. Professional Boundaries Among and Between Learners

Learners are expected to maintain respectful, safe, and appropriate boundaries among and between each other in all School-related settings, including in-person and online.

The following are examples of acceptable behavior among and between learners, including but not limited to:

- Using respectful language in all interactions, both in person and online
- Keeping physical contact appropriate and respecting personal space
- Respecting other learners' belongings
- Asking for and respecting consent before sharing photos or videos of other learners
- Being mindful of any age and grade level differences with and among other learners
- Setting clear personal boundaries, including being able to voice discomfort and say "no" without pressure
- Using iLEAD online platforms responsibly and for their intended educational purposes

The following are examples of unacceptable behavior among and between learners in the School setting, including but not limited to:

- Using disrespectful language in person or online
- Engaging in unwanted physical contact with other learners or invading another learner's personal space
- Engaging in any form of sexual contact
- Making, or participating in, sexually inappropriate comments
- Making sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Pressuring peers to share images or personal information
- Manipulating, coercing, or attempting to control another learner's behavior or relationships
- Exploiting differences in age, grade, or social standing of other learners or manipulating other learners for personal gain
- Ignoring any learner's stated boundaries
- Engaging in bullying, harassment, intimidation, or retaliation of any kind

iLEAD also maintains additional related policies in this regard, including the Family Guidebook; Uniform Complaint Procedures Policy; Title IX Policy for Sexual Harassment and Grievance Procedures; and Internet Use Policy and Agreement.

iii. Professional Boundaries Among and Between EVCs

EVCs are expected to maintain respectful, safe, and appropriate boundaries among and between each other in all School-related settings, including in-person and online.

The following are examples of acceptable behavior among and between EVCs, including but not limited to:

- Maintaining clear separation between personal and professional relationships
- Maintaining respectful, professional communication, both in person and online
- Keeping physical contact appropriate and limited to professional norms (e.g., handshakes)
- Using School-approved channels for School-related communications
- Respecting roles, responsibilities, and lines of supervision and authority
- Respecting others' time and workloads
- Protecting the confidentiality of information pertaining to learners and other EVCs; no gossip or "watercooler" talk among EVCs
- Addressing concerns or conflicts through appropriate School channels

The following are examples of unacceptable behavior among and between EVCs in the School setting, including but not limited to:

- Inappropriately pressuring colleagues or other EVCs for personal favors
- Retaliating against or undermining others who raise concerns or report issues
- Blurring personal and professional relationships
- Showing favoritism, bias, or preferential treatment to certain individuals over others
- Ignoring established roles, responsibilities, and lines of supervision and authority
- Engaging in gossip, rumors, or unprofessional discussions about others
- Using one's position to inappropriately exert influence, pressure, or control over others
- Threatening, physically aggressive, or violent behavior
- Theft, damage, or destruction of the property of the School or other EVCs

iLEAD also maintains additional related policies in this regard, including the Employee Guidebook; Harassment, Discrimination, and Retaliation Prevention Policy; Uniform Complaint Procedures Policy; and Title IX Policy and Grievance Procedures for Sexual Harassment.

iv. Limits on Contact Between Learners and EVCs via Social Media Internet Platforms, Text Messaging, and Other Forms of Communication

In addition to the general professional boundaries between learners and EVCs described in Section (i) above, it is important to address reasonable limits on contact between learners and EVCs during or

outside of the school day via social media internet platforms, text messaging, and any other forms of communication (e.g., phone) that do not otherwise include the learner's parent or guardian.

Communications between learners and EVCs should be transparent, School-related, documentable, and accessible to parents/guardians:

- Learners and EVCs may not communicate through 1:1 emails, text messages, instant messages, electronic or digital communications via any online or social media platform, phone calls, notes, or letters, unless the communication serves a legitimate educational purpose and complies with the requirements herein.
 - If 1:1 communication by an EVC is permitted by iLEAD (e.g., for homework, meetings, coordination of athletics events, etc.), messages must be limited to logistics and necessary information (e.g., practice time, cancellations, etc.).
 - EVCs should not have personal or ongoing/lengthy private exchanges with learners.
 - If a learner sends a 1:1 non-routine message to an EVC, the EVC should loop in the School and/or the learner's parent or guardian as appropriate.
 - No late-night messages. Appropriate hours for sending any 1:1 communications to a learner, if warranted, are 7 AM to 6 PM unless otherwise approved by iLEAD.
 - "Disappearing messages" are never allowed between EVCs and learners. EVCs and learners may not communicate with each other through any medium designed to eliminate messages or hide or alter message history (e.g., Snapchat).
- EVCs may not "friend" or "follow" learners on any social media accounts, and vice versa for learners, except as expressly approved by iLEAD, e.g., on iLEAD-managed accounts or between family members.
- EVCs may not seek out or engage with learners' personal posts (likes, comments, direct messages) on social media, and vice versa for learners.

3. Safe, Supervised Environments: School Facilities and Online Settings

iLEAD operates educational programs that provide instruction and educational activities in a range of settings, including in-person at iLEAD-operated sites or vendor facilities and through virtual platforms such as learning management systems, video conferencing, and other online environments. Across all instructional settings, whether in-person or online/virtual, iLEAD promotes safe environments that are appropriate for learning and engagement and are easily supervised.

Physical environments used by iLEAD and/or iLEAD's vendors for in-person learner activities should have:

- Clear lines of sight for adult supervision of learners at all times, with no isolated, unsupervised, or hidden spaces or furnishings (e.g., no tall furniture blocking sightlines).
- Adequate lighting, both indoors and outdoors.
- Maintain a layout that supports orderly movement and emergency egress, with clear wayfinding signage, as appropriate for the space, so that learners do not end up in unsupervised or restricted areas.

- Schedules and procedures shall ensure continuous supervision of learners.
- Furnishings that are age-appropriate, safe, and in good repair.
- Windows or vision panels on classroom doors, or open doors, as appropriate.

Online platforms used by iLEAD and/or iLEAD's vendors for virtual learner learning should have:

- Log-in credentials to restrict access to authorized users, prevent unauthorized entry, and protect learner data and privacy.
- The ability for authorized staff to review activity occurring in the platform.
- Records or logs of communications, and reasonable controls on private or 1:1 interactions.
- Reasonable monitoring of chat, breakout rooms, and collaborative tools.
- Digital citizenship or similar rules of use.

iLEAD's vendors are responsible for reviewing their facilities, furnishings, online platforms, and supervision policies to ensure compliance with this policy. Learners using online learning environments for their iLEAD independent studies are expected to remain focused on educational purposes when in those online environments, and to comply with iLEAD's applicable policies, e.g., Internet Use Policy.

4. Reporting Violations and Consequences

Any suspected violation of this policy should be reported immediately to iLEAD. Prompt reporting is essential to promote safe environments for learner learning and engagement.

Any violation of this policy may result in disciplinary action and may also be reported to relevant legal authorities, as appropriate.



State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: DON@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: _____ District CDS Code: _____

Name of County: _____ County CDS Code: _____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on ____/____/____ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, _____.

Submitted by (Superintendent, Board Secretary, or Designee):

Name *Signature* *Title*

Fax Number *Telephone Number* *Date*

Mailing Address

E-Mail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
----------------------	---------------------------	-----------------------

_____ <i>Fax Number</i>	_____ <i>Telephone Number</i>	_____ <i>Date</i>
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Mailing Address

E-Mail Address

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit

Estimated Number Needed

CLAD/English Learner Authorization (applicant already holds teaching credential)

Bilingual Authorization (applicant already holds teaching credential)

List target language(s) for bilingual authorization:

Resource Specialist

Teacher Librarian Services

Emergency Transitional Kindergarten (ETK)

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.



iLEAD Lancaster 2026 - 2027

Regular Scheduled Board Meeting

Board Approved:

All meetings will be held at 7:00 p.m. unless otherwise publicly noticed.

Special Board Meetings may be scheduled as needed with 24-hour public notice.

September 15, 2026

October 20, 2026

December 1, 2026

January 26, 2027

February 16, 2027

March 23, 2027

April 29, 2027 - Board Development Dinner (5 PM)

May 25, 2027

June 23, 2027 - Wednesday

June 30, 2027 - Wednesday



iLEAD Lancaster School Director Board Report

Date June 17, 2026

The School Director's Report will reflect the School's Annual Goals and the CA Professional Standards for Education Leaders. These are critical goals for the school's continual improvement cycle.

Enrollment Information

- Budgeted Enrollment Number - 771
- Current Enrollment Number - (currently re-enrolling)
- Attendance % - 90.4%
- ADA- 696.23
- Wait List Information - 197

CA Professional Standards for Education Leaders

Development and Implementation of a Shared Vision

Continual review of School Goals, update on how Big Rocks are progressing, and any other focus you may have....

School Annual Goals

- Increase ELA by 5%
- Increase ELPI by 5%
- Decrease Chronic Absenteeism by .5%
- Decrease Suspensions by 2%

Quarterly Big Rocks

End of year testing

- CAASPP
- ELPAC

Staff Culture, Climate & Safety - LAIRP Collaboration

- Develop a consistent meeting schedule to plan for next year
- Evaluate data to develop systems for next year

Strengthen School Safety

- playground
- classroom
- transitions
- Fights

Review/Update Attendance/Chronic Attendance Protocol

- Review data
- Meet with Attendance team to review the data
- Meet with the Attendance to improve/update current system

New school year planning

- Build Big Board
- hiring new staff
- schedule
- PD week and 26-27 PD schedule

Management and Learning Environment

- Operations - Monthly drills

Family and Community Engagement

- June 3, 2026 - Kindergarten Promotion
- June 4, 2026 - 8th Grade Promotion
- June 16 - July 20, 2026 - Summer Session

EMPLOYMENT - NEW HIRES

Jones, Tony

Instructional Specialist FT Hourly (backfill)

06.12.26

RESIGNATIONS/TERMINATIONS

Ortega, Monique	Care Team - Student Support	06.03.26
Pulido, Savannah	Care Team - Student Support	06.05.26
Pulido, Emma	Care Team - Student Support	06.05.26
Turner, Anafalicia	Care Team - Play Support	06.05.26
Rodriguez, Dominick	Food Service Assistant	05.12.26
Jeffrey, Sarai	Facilitator - Sub	06.11.26

STATUS CHANGE

N/A

iLEAD Lancaster - Payment Register

Location: 112--iLEAD Lancaster
 Period: 05/14/2026 - 06/10/2026
 Created on: 06/11/2026



Date	Vendor ID	Vendor Name	Amount
05/14/26	PSAD000	PS Administrators	\$30.00
05/15/26	PSAD000	PS Administrators	\$37.88
05/18/26	10TH000	10th Planet Palmdale	\$125.00
05/18/26	BETT002	BetterCloud Inc	\$6,500.00
05/18/26	BROA001	Broadway Gymnastics School Inc.	\$196.00
05/18/26	CLEA004	Clearbrook Farms Inc	\$576.49
05/18/26	CORD001	Cordero, Efrain	\$350.00
05/18/26	DANC006	Dance Magic Studios	\$74.00
05/18/26	DEPA004	De Paiva, Antoinette	\$165.00
05/18/26	GUER002	Guerrero, Laura	\$1,320.00
05/18/26	HEAD000	Head, Heart and Hands	\$6,300.00
05/18/26	HERN012	Hernandez, Alheli	\$123.00
05/18/26	IRVI000	Holy Renaissance	\$2,100.00
05/18/26	HUCK001	Huckleberry Center for Creative Learning	\$360.00
05/18/26	LEGA003	Legal Shield	\$173.40
05/18/26	LEWI002	Lewis Music Academy [S]	\$300.00
05/18/26	MCCL000	McClure & Co.	\$1,076.00
05/18/26	MELB002	Mel Booker Music, Inc.	\$720.00
05/18/26	NATI000	National Benefit Services	\$250.00
05/18/26	NONS000	Nonstop Administration & Insurance Services, Inc.	\$18,386.74
05/18/26	PSAD000	PS Administrators	\$67.15
05/18/26	PABL000	Pablo Savage	\$764.42
05/18/26	PARE002	Parent Square, Inc.	\$2,089.80
05/18/26	SCHO017	Scholastic Inc.	\$1,947.20
05/18/26	THEH000	The Hidden Dojo	\$1,999.00
05/18/26	ROSS001	The Rock Learning Center	\$50.00
05/19/26	PSAD000	PS Administrators	\$30.34
05/20/26	AMAZ100	Amazon Capital Services (iCA)	\$774.15
05/20/26	ZARA001	Cindy Zarate	\$115.04
05/20/26	CLEA004	Clearbrook Farms Inc	\$1,100.88
05/20/26	GOLD000	Gold Star Food Inc	\$8,413.62
05/21/26	PSAD000	PS Administrators	\$19.06
05/22/26	AIRM000	Air Masters Inc	\$3,475.00
05/22/26	CALI003	California Department of Education	\$126.75
05/22/26	CIGN003	Cigna Health and Life Insurance Company	\$9,177.83
05/22/26	CLEA004	Clearbrook Farms Inc	\$164.52
05/22/26	EVER010	EverDriven Technologies, LLC	\$3,936.29
05/22/26	FRES001	Fresh Start Healthy Meals, Inc.	\$37,201.30
05/22/26	JOOB000	Joobilo LLC [S]	\$500.00
05/22/26	LAHO000	LA Holdco LLC	\$3,000.00
05/22/26	LANG005	Language Network, Inc.	\$1,645.96

Date	Vendor ID	Vendor Name	Amount
05/22/26	NATI000	National Benefit Services	\$778.50
05/22/26	NATI000	National Benefit Services	\$304.73
05/22/26	NATI000	National Benefit Services	\$293.23
05/22/26	CRUZ010	Nayeli Cruz	\$84.55
05/22/26	PURE000	Pure Oasis Water	\$143.10
05/22/26	THEH000	The Hidden Dojo	\$340.00
05/22/26	ILEA300	iLEAD California	\$68,334.82
05/22/26	ILEA300	iLEAD California	\$606.60
05/22/26	ILEA300	iLEAD California	\$84.04
05/22/26	ILEA300	iLEAD California	\$74,564.78
05/27/26	PSAD000	PS Administrators	\$29.54
05/28/26	AMAZ100	Amazon Capital Services (iCA)	\$1,831.69
05/28/26	CIGN003	Cigna Health and Life Insurance Company	(\$9,177.83)
05/28/26	MUTU001	Mutual of Omaha Insurance Company	\$1,484.89
06/01/26	CIGN003	Cigna Health and Life Insurance Company	\$9,177.83
06/01/26	LOSA001	Los Angeles County Office of Education (LACOE)	\$92,279.74
06/03/26	SLAV000	APlus Tutoring Inc.	\$1,430.00
06/03/26	AMAZ100	Amazon Capital Services (iCA)	\$1,158.05
06/03/26	CLEA004	Clearbrook Farms Inc	\$1,635.67
06/03/26	DANC007	Dancin' In Acton, Inc.	\$410.00
06/03/26	STEP000	Dockrey, Stephanie	\$502.50
06/03/26	DUNN000	Dunn-Edwards Corporation	\$1,527.91
06/03/26	EFFE001	Effectual Educational Consulting Services	\$180.00
06/03/26	LECR000	Elizabeth LeCroy	\$195.27
06/03/26	FRON000	Frontier	\$59.73
06/03/26	HIDA000	Guillermo Hidalgo	\$37.00
06/03/26	IRVI000	Holy Renaissance	\$5,950.00
06/03/26	HUCK001	Huckleberry Center for Creative Learning	\$842.00
06/03/26	IMAG001	Image 2000, Inc	\$385.99
06/03/26	KRUE001	Jeffrey Krueger	\$37.00
06/03/26	kona001	Kona Ice of Lancaster	\$3,785.00
06/03/26	MIJA000	MIJA BOOKS INC	\$1,450.32
06/03/26	MRDM001	Mr. D Math, LLC	\$290.00
06/03/26	AVER000	Natalie Meza	\$300.00
06/03/26	PLEA000	Nichelle Pleasant	\$400.00
06/03/26	ONLI000	Online Purchasing Systems	\$2,444.15
06/03/26	PIT112A	Pitney Bowes 3317	\$6.99
06/03/26	PROF000	Professional Tutors of America Inc	\$1,164.00
06/03/26	PROJ002	Project Read Inc	\$2,700.00
06/03/26	PURE000	Pure Oasis Water	\$143.10
06/03/26	QMDE000	QM Design Group, Inc	\$557.19
06/03/26	SCHO013	School Food and Wellness Group	\$7,000.00
06/03/26	SCOO000	Scoot Education	\$18,912.00
06/03/26	SEAS000	Sea Supply	\$2,934.61
06/03/26	SPEC003	Specialized Therapy Services	\$217.50

Date	Vendor ID	Vendor Name	Amount
06/03/26	TMOB005	T-Mobile 1693	\$3.50
06/03/26	CIRC000	The Circle LB	\$990.00
06/03/26	ROSS001	The Rock Learning Center	\$1,135.00
06/03/26	THEV000	The Village	\$175.00
06/03/26	THRI000	Thrive Academics, Inc [S]	\$385.00
06/03/26	VICT000	Victorum Lancaster LLC	\$391.00
06/03/26	ILEA300	iLEAD California	\$151.11
06/03/26	ILEA300	iLEAD California	\$177.34
06/03/26	ILEA300	iLEAD California	\$600.33
06/03/26	ILEA300	iLEAD California	\$607.95
06/03/26	ILEA300	iLEAD California	\$187.89
06/08/26	AMAZ100	Amazon Capital Services (iCA)	\$137.70
06/08/26	CLEA004	Clearbrook Farms Inc	\$512.10
06/08/26	DEW112A	Dewey Pest Control 7179**	\$177.00
06/08/26	GOLD000	Gold Star Food Inc	\$36.44
06/08/26	GOLD000	Gold Star Food Inc	\$11,551.19
06/08/26	GOLD000	Gold Star Food Inc	\$8,035.90
06/08/26	LAWO000	Law Offices of Young, Minney & Corr, LLP	\$728.39
06/08/26	NATI000	National Benefit Services	\$778.50
06/08/26	NATI000	National Benefit Services	\$300.79
06/08/26	SCOO000	Scoot Education	\$6,010.00
06/08/26	EDI112A	Southern California Edison 1256.	\$9,412.68
06/08/26	ILEA300	iLEAD California	\$606.85
06/08/26	ILEA300	iLEAD California	\$173.69
06/09/26	CULT002	Cultivate Recreation Therapy Services LLC	\$285.00
06/09/26	LLKM000	Kenneshia Montoya	(\$62.20)
Total			\$457,066.16

iLEAD Lancaster - Payment Register Summary

Location: 112--iLEAD Lancaster
Period: 05/14/2026 - 06/10/2026
Created on: 06/11/2026



GL Account #	GL Account Description	Total
3401	Health & Welfare Benefits - Credentialed positions	\$9,136.92
3402	Health & Welfare Benefits - Classified positions	\$10,815.84
4130	Other Curriculum	\$2,700.00
4210	Professional Development References	\$115.04
4305	Educational Supplies (Classroom, Project, SpEd, Etc)	\$1,129.59
4310	Science Supplies	\$230.03
4317	Assessment Supplies	\$1,467.04
4325	Custodial Supplies	\$3,121.33
4330	Health & Safety	\$264.49
4335	Home Study Stipend	\$21,612.92
4340	Office Supplies	\$286.20
4345	Printing & Reproduction Supplies	\$385.99
4355	Facilities Supplies	\$1,842.12
4710	Vended Food Service	\$63,902.72
4720	Food Supplies	\$3,066.20
4740	Cafe Other Supplies	\$9,715.05
5510	Utilities - Electricity	\$9,412.68
5630	Repairs & Maintenance - Facilities	\$3,652.00
5660	Repairs & Maintenance - Other Equipment	\$231.96
5801	Professional Services - Service Fees	\$67.15
5808	Professional Services - Legal Fees	\$1,128.39
5827	Operating Expenditures - Other Benefit Fees	\$250.00
5829	Operating Expenditures - Events	\$54.77
5830	Operating Expenditures - Marketing & Advertising	\$3,195.80
5851	Student Services Expenditures - Student Assessment Services	\$1,645.96
5852	Student Services Expenditures - Special Education Contracted Services	\$148,682.39
5853	Student Services Expenditures - Student & Group Activities	\$10,729.60
5854	Student Services Expenditures - Electives & Enrichment	\$8,050.00
5855	Student Services Expenditures - Substitutes	\$24,922.00
5910	Telephone & Fax	\$59.73
5920	Internet Services	\$3.50
5925	Website/Communication Fees	\$1,086.41
5940	Postage Expense	\$2.39
9310	Prepaid Expenditures (Expenses)	\$19,125.37
9530	Employee Benefits Payable	\$239.09
9535	Retirement Liability	\$92,279.74
9536	403b Payable	\$2,455.75
Total		\$457,066.16