



MEETING AGENDA - iLEAD Lancaster Board

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

Meeting

Meeting Date	Thursday, June 18, 2026
Start Time	10:00 AM
End Time	11:00 AM
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 #:

2. Public Comments

2.1. Public Comments

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

3. Action Items

3.1. Local Control & Accountability Plan

Discuss and take action on the 2026 - 2027 LCAP.

Resolution #:



3.2. Prop 28 Annual Plan

Discuss and take action regarding the Prop 28 plan.

Resolution #:

Documents

- Lancaster - 25_26 Prop 28 annual plan and fiscal update.pdf
-

3.3. School Plan for Student Achievement

Discuss and take action regarding 2026-2027 School Plan for Student Achievement.

Resolution #:

Documents

- Lancaster SPSA 26-27.pdf
 - Lancaster SPSA 26-27 board presentation.pdf
-

3.4. 2026-2027 Family Guidebook

Discuss and take action on the 2026-2027 Family Guidebooks.

Resolution #:

Documents

- iLEAD Lancaster_26-27 Family Guidebook.pdf
-

3.5. Food Services MOU

Discuss and take action on the Food Services MOU.

Resolution #:

Documents

- MOU for Self Operation 26-27.pdf
-

4. Discussion And Reports

4.1. Local Indicator Report

Discuss the 2025-2026 Local Indicators.

Documents

- 2026 iLEAD Lancaster Priority Self-Reflection Tools Rubric ✓.pdf
-

5. Consent Items

5.1. Revised LACOE Certification of Signatures

Resolution #:

Documents

- LACOE Form Lancaster.pdf
-

6. Closed Session



6.1. Public Employee Performance Evaluation

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

7. Report of Closed Session

8. Action Item

8.1. School Director Employment Agreement

Discussion, required report, and action regarding the School Director Employment Agreement.

Resolution #:

9. Board Comments

9.1. Board Comments

10. Closing Items

10.1. Next Meeting Date

The next board meeting will be held on Tuesday, September 15, 2026 at 7:00 PM.

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.



Prop 28

Annual Review of Plan and Fiscal Update

Free To Think. Inspired To Lead.



Free To Think. Inspired To Lead.

Prop 28 Overview

In November, Proposition 28: The Arts and Music in Schools Funding Guarantee and Accountability Act was successfully passed by California voters. This measure mandates the establishment of ongoing support for arts instruction in schools starting from the academic year 2023-2024. Specifically, one percent of the K-12 portion of the Proposition 98 funding guarantee from the previous fiscal year, excluding funding allocated for the Arts and Music in Schools (AMS) program, will be earmarked for this initiative.

Funding Allocation

The California Department of Education (CDE) will determine the allocation of grants to individual school sites on an annual basis. Subsequently, each school will have the autonomy to decide which arts education programs they wish to offer. In this decision-making process, school leaders will collaborate with teachers, families, and students, ensuring that the choices made best serve the unique needs of their local school community.



Purpose of These Funds

The funds from Proposition 28 can be utilized for a wide range of arts education purposes. These include, but are not limited to, providing instruction and training, acquiring necessary supplies and materials, and establishing partnerships with arts organizations for enhanced educational programs. The supported art forms include dance, media arts, music, theater, and visual arts, which may involve folk art, painting, sculpture, photography, craft arts, creative expression (such as graphic arts and design), computer coding, animation, music composition, ensembles, script writing, costume design, film, and video. Prop 28 funding is intended to expand existing arts education at all school sites.



Use of these funds 25/26

Allocation:

24/25 remaining funds: \$ 66,156

25/26 allocation: \$ 146,782

Planned expenditures for 25/26:

~\$125,000

Each years allocated funds can
be rolled over for 3 years

Program and Personnel Funded:

Lancaster used prop 28 funds to pay for two full time Instructional Specialists and partially funded a care team instructional support person to support teaching art to learners grades k-8 (2.5 FTE)

Lancaster also contracted with Holy Renaissance: for their Let It Out Program



iLEAD Lancaster Single Plan for Student Achievement 2026-2027

School Name: iLEAD Lancaster

About the School: At iLEAD Lancaster, you will find a school that prioritizes a positive, supportive, and inviting environment where our learners (learners) can focus on their development. In addition to academic excellence, we are committed to supporting learners' development of emotional intelligence, life skills, and community engagement. Our facilitators (facilitators) are devoted to providing learners with the best academic and emotional support by way of individualized attention.

School Mission and Vision:

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

The vision of iLEAD Lancaster Charter School is that all learners will possess the knowledge, skills, and confidence to succeed by mastering academic standards and developing a deep understanding of subject matter. Students will have a heightened awareness of the endless possibilities for their future and will be able to think critically by asking the right questions, especially when confronted with the status quo.

CDS Code:

19 64667 0125559

SSC Approval Date: June 2, 2026

Local Board Approval Date:

Purpose

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of this plan is to use a continuous cycle of improvement for a Schoolwide Program and Comprehensive Support and Improvement that increase growth and achievement for learners falling below proficient in English Language Arts and Math, increase staff capacity through professional development, and bolster a program that results in a well-rounded education.

The school's Single Plan for School Achievement goals are based upon a comprehensive needs assessment that includes an analysis of verifiable state data, including information displayed on the most current CA School Dashboard. Other school data, such as NWEA MAP assessments, is utilized to further measure and monitor achievement throughout the school year. School goals are aligned with iLEAD Lancaster's Local Control Accountability Plan (LCAP) goals and include the same metrics/indicators where possible. Input and advice is solicited from key school community members including staff, learners, families, and school leadership.

The school receives Federal Title I, Title II, and Title IV funding. Title I funding is allocated for Math and ELA interventions. Title II is allocated for staff development to ensure equitable access to quality educators. Title IV



funding is used to assure that learners receive a well-rounded education.

ESSA Requirements

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This plan will align our school goals in this SPSA to the school's Local Control and Accountability Plan (LCAP) as possible. The school will meet the Every Student Succeeds Act (ESSA) by having fidelity and coherence to the California State Standards and the school's educational program as outlined in the most recent charter petition and the Federal LCAP Addendum. The school will use Project-Based Learning, a focus on social emotional learning (SEL), and personalized support with a Multi-Tiered System of Support (MTSS). NWEA MAP assessments in math and reading are given 3 times annually to differentiate learning and target struggling learners for support, as well as monthly data protocol by class/grade level and semester school-wide data protocols. The focus on schoolwide coherence, teamwork, learner engagement, learner achievement is how we will strive to meet the ESSA requirements. Educational partners, including the SSC, staff, governing board, parents, and school leaders will review the SPSA annually and learning data to ensure that it reflects efforts to increase learner growth and achievement through data informed practices. The SPSA compliments the school's LCAP goals and actions to ensure efficiency in evidence-based continuous improvement practices and school resources.

Educational Partner Involvement and Comprehensive Needs Assessment

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

The annual SPSA process starts in the fall for the following school year and is finalized in the spring after learner assessment data and SPSA goals are analyzed. School leadership and staff use verifiable data in the fall to assess Title programming and make adjustments to programming based off the data. The Schoolsite Council meets to review verifiable data from the California Dashboard and Data Quest and give input to implementing programming and meeting goals. The school's ELAC also meets in fall to review verifiable data and provide input on school programming. Lastly, the school's governing board reviews data in the fall.

Frequent feedback and planning conversations happen throughout the school year through program iSUPPORT programs, leadership reflection and professional development, staff collaboration, data protocol meetings, and the school's continuous improvement cycle activities. The school makes a coordinated effort to collect, analyze, and use "Street Data".

During the spring planning process, school leadership sends annual family, learner, and staff surveys using Qualitrics, which uses evidence-based, nationally normed questions to gather feedback and input on school programming and needs for the following school year. The SPSA is analyzed and revised for the following school year by school leadership and the Schoolsite Council and presented to staff for input. The Board approves the SPSA in June alongside the school LCAP.



The school engages in a year-long process of continuous improvement to serve as its comprehensive needs assessment. This includes: analysis of internal and verifiable metrics as aligned to California state required LCAP metrics, annual program evaluation and planning, monthly grade level data protocol meetings, staff and parent meetings, annual survey data, and comprehensive budget analysis and review.

Resource Inequities:

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

iLEAD Lancaster is a single school LEA and all Title funding is allocated to the school directly.

iLEAD Lancaster, there are many opportunities available to increase the academic performance of learners.

A comprehensive budget and resource analysis was performed. It was determined that no inequities exist in equitable offerings for resources and services.

The school will continue to monitor resource equity for the 2025-26 school year and continue to participate in root cause analysis and action planning through the school's equity taskforce.

Goals, Strategies, Expenditures

Goal 1: Enhance academic support and interventions in order to address the needs of low-achieving learners and those at risk of not meeting the challenging state standards in Math and ELA.

Identified Need	iLEAD Lancaster scored 72.3 points below standard in ELA and 118.7 points below standard in Math for all learners on the 2025 CAASPP. There is a need to increase academic achievement in ELA and Math for identified learners needing intervention based on internal and external scores.
------------------------	--

Annual Measurable Outcomes

Metric	Baseline	Expected Outcome
NWEA ELA MAP Test Scores, specifically the Conditional Growth Index (CGI), a standardized measure of observed learner or school growth compared to the 2020 NWEA student or school growth norms.	Spring CGI in Reading is -0.10 and Math is -0.03	The school to meet or exceed a CGI score of -0 or higher in Spring 2027

Strategies/Activities



Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
Math and ELA Curriculum, Instruction, and Assessment Support for MTSS Tiers I, II, and III.	All Learners	Designated Curriculum Coaches in ELA and Math. Providers to work with credentialed teachers (facilitators) These employees will design, implement, and monitor MTSS Tier I and II strategies and activities to support math and ELA learning in alignment to California State Standards and school adopted curriculum.	\$222,405	Title I

Annual Review	
SPSA Year Reviewed: 2025-2026	Summary:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goals.	Small group instruction, interventions, and pull out programs using the curriculum of EL Education and Bridges for Math were implemented successfully. Care team and curriculum coaches were used to support learning and growth in CAASPP and MAP assessments. iLEAD Lancaster also adopted a new ELA curriculum last year, which teaches the science of reading. Overwhelming recent evidence shows this approach's effectiveness to supporting reading and writing growth and achievement. Curriculum coaches focused on implementation of Tier I supports through core curriculum and a more effective Tier II program through supplemental curriculum, such as Delta Math and Dreambox. NWEA MAP CGI Progress: As a learning community, one year of academic growth was met in both reading and math in 25/26, which is the strongest indicator that planned actions were implemented effectively
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement	No significant differences between the intended implementation or the budgeted expenditures occurred during the 2025-26 school year.



the strategies/activities to meet the articulated goals.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	iLEAD Lancaster will continue utilizing Title I funding for curriculum coaches to support the implementation of MTSS Tier I, II, and III curriculum and instructional strategies for ELA and Math.

Goal 2: Improve the quality and effectiveness of facilitators, school director and leaders, and other staff to better meet the needs of learners through ongoing professional development.

Identified Need	There is a need to continue to ensure that all staff are appropriately qualified to provide instruction support and social emotional support based on annual staff surveys and requests. In alignment with school goals, facilitator feedback, and California state priorities, the focus of professional development will center around TIPS and MTSS tier II intervention for the 2026-27 school year.			
Annual Measurable Outcomes				
Metric		Baseline		Expected Outcome
% staff trained		0% of facilitators and care team providers trained		100% staff trained
Strategies/Activities				
Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
Training and staff professional development	All learners enrolled in facilitator classes	Facilitators will attend training and support sessions for culturally competent teaching, restorative practices, and MTSS strategies.	\$30,818	Title II

Annual Review	
SPSA Year Reviewed: 2025-2026	Summary:
Describe the overall implementation of the	For the 25-26 year, iLEAD Lancaster continued with



strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goals.	training in Tier 1 and add training in differentiation, literacy/writing and MTSS with a focus on Tier II and Tier III Intervention
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals.	No significant differences between the intended implementation or the budgeted expenditures occurred during the 25/26 school year.
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	iLEAD Lancaster will continue supporting highly qualified teachers through the TIP program. iLEAD Lancaster will also focus professional development on implementing core and supplemental ELA and Math curriculum for Tier I, II, and III programming to increase student achievement on NWEA MAP and CAASPP assessments.

Goal 3: Decrease Chronic Absenteeism and Increase Engagement				
Identified Need	iLEAD Lancaster had a 47% chronic absenteeism rate compared to the 30% statewide chronic absenteeism rate on the 2023 California Dashboard. There is a need to decrease chronic absenteeism by increasing engagement.			
Annual Measurable Outcomes				
Metric		Baseline		Expected Outcome
Chronic Absenteeism		Absenteeism in 2023-2024: 42.04% Absenteeism in 2024-2025: 42.9.% Expected Absenteeism: 42%		Decrease 1%
Strategies/Activities				
Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
Social Worker	Learners frequently absent or at risk of chronic absenteeism	Licensed Social Worker to support school attendance, learner engagement, family engagement, and learner support.	\$40,000	Title I



Family and Learner Engagement Activities	All learners Learners frequently absent or at risk of chronic absenteeism	Family and learner engagement activities, training, and education to increase the home-school connection, increase literacy at home, and educate families on the importance of school attendance.	\$20,214	Title IV
--	--	---	----------	----------

Annual Review	
SPSA Year Reviewed: 2025-2026	Summary:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goals.	In the 2025-26 school year, the school's social worker and all staff engaged in restorative practices and an emphasis on culturally competent teaching to increase engagement and decrease chronic absenteeism. As of May 2026, it is anticipated that the 2025-2026 chronic absenteeism rate will be 42.0%, which maintained from 2023-2024.
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals.	No significant differences between the intended implementation or the budgeted expenditures occurred during the 25/26 school year.
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	Continue to encourage daily attendance, monitor and track learner attendance, and home visits.



Budget Summary	
Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$325,163
Total Federal Funds Provided to the School from the LEA for CSI	0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$325,163
Total of federal funds for this school:	\$325,163



iLEAD Lancaster School Plan for Student Achievement 2026-2027



TITLE FUNDING: I and II

Title I

Schoolwide Program to
upgrade entire
educational program of
school
(People working with
kids)

Title II

Staff training and support
(training the people
working with kids)

Title IV

Well Rounded Education
(SEL, technology,
removing barriers to
learning)

● 25-26	\$270,776	\$32,909	\$20,406
● 26-27	\$262,405	\$30,818	\$20,214

This Year's Program

Successes

- Continued Restorative Practices
- Training for facilitators
- ELA and Math coaching
- Continued interventions
- Growth MAP
- Increased Learner Activities

Continued Work

- Attendance
- Targeted Support



26-27 Strategies



- ELA coach (continue)
- Math coach (continue)
- Social Worker (continue)
- Family Engagement and Literacy (expand)

**Family Guidebook
2026-2027**

Board Meeting Month/Year	June 2006
Overview of Document	The Family Guidebook outlines the school's educational philosophy, which centers on project-based learning, individualized instruction, and social-emotional development. It serves as a comprehensive resource for families, detailing operational procedures, student conduct expectations, technology usage policies, and guidelines for home study and family engagement.
Updates to Document	2026-2027 school year updates: ● Update of annual notifications ● Update of policies to match Board Approved policies ● Update to 2026-2027 dates



iLEAD Lancaster

2026-2027 Family Guidebook

Free To Think. Inspired To Lead.

INTRODUCTION

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

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

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

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

TABLE OF CONTENTS

Section 1: iLEAD Schools' Educational Overview

Section 2: General Operations

Section 3: Daily Operations

Section 4: Learner Conduct

Section 5: Technology

Section 6: Exploration (Home Study)

Section 7: Policies and Procedures

Section 8: Communication

Section 9: Families and iLEAD Lancaster Charter
School Working Together

Section 10: Governance

Section 11: Notifications

SECTION 1:

iLEAD SCHOOLS' EDUCATIONAL OVERVIEW

MISSION AND VISION

iLEAD SCHOOLS MISSION STATEMENT

Free to Think. Inspired to Lead.

VISION STATEMENT

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

SCHOOLWIDE LEARNER OUTCOMES

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

iLEAD Lancaster by being a/an...

Lifelong Learner

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

Empathetic Citizen

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

Authentic Individual

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

Design Thinker

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

OUR METHODOLOGY

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

INDIVIDUALIZED LEARNING

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

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

PROJECT-BASED LEARNING (PBL)

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

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

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

PBL makes school more engaging for learners. Today's learners, more than ever, often find school to be boring and meaningless. In PBL, learners are active, not passive; a project engages their hearts and minds, and provides real-world relevance for learning.

PBL improves learning. After completing a project, learners understand content more deeply, remember what they learn and retain it longer than is often the case with traditional instruction. Because of this, learners who gain content knowledge with PBL are better able to apply what they know and can do to new situations.

PBL builds success skills for college, career, and life. In the 21st century workplace and in college, success requires more than basic knowledge and skills. In a project, learners learn how to take initiative and responsibility, build their confidence, solve problems, work in teams, communicate ideas, and manage themselves more effectively.

PBL helps address standards. The Common Core and other present-day standards emphasize real-world application of knowledge and skills, and the development of success skills such as critical thinking/problem solving, collaboration, communication in a variety of media, and speaking and presentation skills. PBL is an effective way to meet these goals.

PBL provides opportunities for learners to use technology. Learners are familiar with and enjoy using a variety of tech tools that are a perfect fit with PBL. With technology, facilitators and learners can not only find resources and information and create products, but also collaborate more effectively, and connect with experts, partners, and audiences around the world.

PBL makes teaching more enjoyable and rewarding. Projects allow teachers to work more closely with active, engaged learners doing high-quality, meaningful work, and in many cases to rediscover the joy of learning alongside their learners.

PBL connects learners and schools with communities and the real world. Projects provide learners with empowering opportunities to make a difference, by solving real problems and addressing real issues. Learners learn how to interact with adults and organizations, are exposed to workplaces and adult jobs, and can develop career interests. Parents/Guardians and community members can be involved in projects.

Not just knowing but also DOING

PBL allows learners to apply their learning in real-world scenarios.

High levels of engagement

PBL gives learners a voice in their own education, activating their interest, which allows for greater and deeper learning!

True learning

PBL allows us to teach, observe, and measure growth of marketable 21st Century skills such as communication, critical thinking, and collaboration.

Focusing on your learner, not the curriculum, brings learning to life

PBL develops self-empowered learners who can analyze the world they live in, design a better tomorrow, and go create it!

***What is PBL? and PBL Outcomes from [Buck Institute](#)**

Social and Emotional Learning (SEL)

It takes more than book-smarts to be an effective leader in the 21st century. Today's leaders must possess the ability to successfully manage themselves and others. In the digital world we live in, these vital skills are becoming more and more scarce. If schools are not teaching them, we are not preparing our learners. **Social and Emotional Learning (SEL)** teaches learners to manage their emotions, resolve conflict, and make responsible and well thought out decisions.

Implementation and evaluation (assessment) of SEL has become an integral part of our approaches to teaching and learning through Project-Based Learning. Based on practices such as the [7 Habits of Highly Effective People/Kids/Teens®](#) (Stephen/Sean Covey) we measure and report SEL progress as part of every project, ILP (Individualized Learning Plan) goals, and Reports of Progress.

7 Habits of Highly Effective People

Stephen Covey's best-selling book *The 7 Habits of Highly Effective People* has been influential in the shaping of iLEAD's approach to lifelong learning. Regular implementation of these habits is encouraged to support positive interactions with oneself and others:

- **Habit 1: Be Proactive**
Proactive people take responsibility by focusing their time and energy on things they can control instead of reacting to or worrying about conditions over which they have little or no control.
- **Habit 2: Begin With the End in Mind**
Each day, task, or project should begin with a clear vision of one's desired direction and destination, and then continue by flexing proactive muscles to make things happen.
- **Habit 3: Put First Things First**
Life management — define one's purpose, values, roles, and priorities.
- **Habit 4: Think Win-Win**
Win-win is a frame of mind and heart that constantly seeks mutual benefit in all human interactions. A win-win approach means agreements or solutions are mutually beneficial and satisfying.
- **Habit 5: Seek First to Understand, Then Be Understood**
This habit helps transform communication by actively listening with the intent to understand another's perspective versus filtering things through one's own life experiences and frame of reference.
- **Habit 6: Synergize**
This habit promotes cooperation, teamwork, open-mindedness, and the adventure of finding new solutions to old problems. It thrives on the idea that the whole is greater than the sum of the parts.
- **Habit 7: Sharpen the Saw**
Living a life in balance means taking the necessary time to renew one's self. To "sharpen the saw" means having a balanced program for self-renewal in the four areas of life: physical, social/emotional, mental, and spiritual.

CURRICULUM

The research-based instructional approach of Project Based Learning at iLEAD Lancaster Charter School is differentiated to engage learners through hands-on, serious, authentic experiences across subject areas. This methodology allows facilitators to address learners' individual differences, variations in learning styles, intelligence and abilities. Rather than rely on any one series of books, textbooks or guides, we employ multiple materials, resources and strategies to best meet the needs of individual learners. Curriculum is implemented with the following best practices in education:

CALIFORNIA STATE ACADEMIC STANDARDS

California along with most other States developed and adopted common academic standards in core curriculum areas. They are rigorous, internationally benchmarked, and research- and evidence-based.

Each state, and each district in California decides how they will teach and what resources they will use. More information can be found at www.cde.ca.gov/re/cc/ or www.corestandards.org. California's computer-based learner testing system ties the standards for English language arts, mathematics, and science called the California Assessment of Student Performance and Progress (CAASPP). The assessments include the Smarter Balanced Assessment Consortium Assessments, California Science Tests (CAST), California Alternate Assessments (CAA), and Standards-based Tests in Spanish (STS) for Reading/Language Arts. Parents/Guardian/Caregivers can exempt their child(ren) from CAASPP testing by submitting a letter in writing annually. More information about the CAASPP can be found at www.cde.ca.gov/ta/tg/ca/. [EC 60119, 60604.5, 60615]

ENGAGING CURRICULUM OPTIONS

Our curriculum delivers the California content standards through relevant learning experiences that engage learners' interests as they discover underlying concepts and develop a deep understanding of subject matter. Learners are active participants in meaningful exploration, engage in hands-on activities and experiences that build on their prior knowledge. Projects are used as a teaching tool to focus on higher order thinking and real world skills. We will encourage learners to apply their understanding in projects that gradually introduce more complexity, more learner-driven choice of topics and products. The goal is to foster self-motivation and self-directedness, as each learner discovers their unique strengths.

ENGLISH LEARNERS IDENTIFICATION NOTICE

State law requires that parents/guardians/caregivers of English learners are to be notified annually if they are identified as one of the following: Long-term English Learner or English learner at risk of becoming a Long-term English Learner. The school coordinator for English Language Development will be sending these notices at the beginning of each school year.

FACILITATOR CONTINUITY (LOOPING)

Multi-year relationships between facilitator and learner provide for deeper knowledge to guide instructional decisions and familiarity with the social-emotional health of a learner (Anderson and Pavan, 1993).

ADVISORY/MORNING MEETINGS

Research shows that when learners feel connected to their school, they do better academically. One of the ways we achieve this with our learners is through our advisory program. In small group settings, we explore the causes and effects of cultural, personal, and community events. Our primary learners participate in daily morning and/or 'family' (classroom) meetings that provide an opportunity to witness and display social problem solving skills and interactions. These meetings provide learners with the forum to develop social and emotional skills needed to thrive in a collaborative environment.

GLOBAL UNDERSTANDING

21st Century learners are faced with the challenge of engaging in an increasingly interdependent world where knowledge is constantly developing and evolving. Rigorous curriculum covering global connectivity will give learners a sense of belonging in our ever changing world and prepare them to thrive in the global marketplace upon graduation and post-college. Exploring diverse cultures will give learners a positive attitude toward learning and greater understanding of the world around them.

MULTI-AGE GROUPINGS

Research supports environments with two or more grades that allow learners the flexibility to progress at their own pace along a continuum of achievement. As such, select grade levels at iLEAD Lancaster are multi-age environments.

HEALTHY YOUTH ACT

The California Healthy Youth Act requires charter schools to provide learners with integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention education at least once in middle school and once in high school. It is intended to ensure that learners in grades 7-12 are provided with the knowledge and skills necessary to: 1) protect their sexual and reproductive health from HIV, other sexually transmitted infections, and unintended pregnancy; and menstrual health 2) develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; and 3) have healthy, positive, and safe relationships and behaviors. It also promotes understanding of sexuality as a normal part of human development.

Parents/Guardian/Caregivers have the right to:

1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.
2. Request in writing that their child not receive comprehensive sexual health or HIV prevention education
3. Request a copy of Education Codes 51930 through 51939, the California Healthy Youth Act
4. Be informed whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants
5. Receive notice by mail or another commonly used method of notification fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year

- 6. When the district chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, be informed of:
 - a. The date of the instruction
 - b. The name of the organization or affiliation of each guest speaker

INDIVIDUAL LEARNING PLANS (ILPs) and LEARNER LED CONFERENCES (LLCs)

Each year, learners along with their facilitator(s) create an ILP to guide instruction. Each learner, along with their family and facilitator, work together to monitor the ILP and make adjustments, as needed. The primary goal of the ILP is to ensure that each child will be treated as an individual and therefore will be working toward attainable goals appropriate to their individual development.

Throughout the year, learners will review learning outcomes and set individual goals. They will learn to evaluate their progress toward those goals, starting at a basic level when they are younger and improving their ability to self-assess over time. Throughout the year, learners will meet with their facilitator and their parents/guardians to look critically at what they have accomplished both in formal settings as well as at home with their families. At the end of the spring semester our learners will present their progress in the Learner Led Conference (LLC) Presentations.

Portfolio-based LLCs will help ensure that learners are accountable to themselves, their families, their teachers, and the school community as a whole. Additionally, the experience creates a powerful incentive for learners to develop their skills, through the communication of high expectations, public display of meaningful work, and opportunities to showcase talents in modalities that best suit learners' distinct learning styles.

SECTION 2:

GENERAL OPERATIONS

OFFICE HOURS

8:00am to 4:30pm

PHONE NUMBER

(661) 722-4287

SCHEDULE

See the iLEAD Lancaster Charter School website at ileadlancaster.org for the most up to date hours, including break and lunch schedule.

INSTRUCTIONAL CALENDAR

See the iLEAD Lancaster Charter School website at ileadlancaster.org for the current year's Instructional Calendar. If minimum or learner-free staff development days are scheduled after the start of the school year, the school will notify parents/guardians/caregivers of affected learners as early as possible.

STAFF

See the iLEAD Lancaster Charter School website at ileadlancaster.org for staff listings.

POLICIES

Our school is governed by a set of Policies and Procedures that are updated regularly. If you are interested we encourage you to make an appointment to review the policies and procedures by contacting info@ileadlancaster.org or visit ileadlancaster.org.

SECTION 3:

DAILY OPERATIONS

DROP OFF AND VALET PROCEDURES

iLEAD Lancaster Charter School offers a convenient valet drop off system. This is the safest and most efficient way to drop off your learner(s). We strongly encourage all families, regardless of the learner's grade level, to use the valet system.

In order to keep the learners and families safe before and after school, we ask that you follow these parking lot procedures when driving your child to the iLEAD Lancaster Charter School campus;

- Drive slowly and watch for families and children walking through the parking lot;
- Do not use your cell phone while driving in parking lot;
- Give your attention to driving and exiting safely;
- Primary Grade children should be accompanied through the parking lot by a parent/guardian/caregiver or older sibling.

Please help us keep the valet line safe and efficient by following these guidelines:

- Have your child seated so that they can exit quickly.
- Be prepared- have your child ready to exit with a backpack/school work/ lunch in hand.
- Please pull forward and wait for a valet attendant before exiting the vehicle.
- Make sure your child has exited safely and all volunteers are at a safe distance away from your vehicle before you drive away from the valet drop off area.
- If you need to get something out of your trunk, please park in the parking lot.

For a map and more information please visit our website: ileadlancaster.org

ATTENDANCE

We try to make every minute of school engaging for the learners, and our expectation is that all learners will be at school on time and for the entire course of the school day. Learners arriving late could miss important beginning of the day information that is relevant to their education.

ABSENCES

If your child is going to be absent, please email us at [Report an Absence](#) or call the attendance line at (661) 722-4287 on the morning of the first day of the absence. You may leave a voicemail message when the office is closed.

iLEAD Lancaster Charter School urges parents/guardians/caregivers to make sure their children attend school regularly and to schedule medical and other appointments after school or during school holidays. iLEAD Lancaster Charter School also asks that travel or other absences be avoided during the time school is in session. The higher the school's daily attendance rate, the more a learner will learn and the greater the amount of funding that the school will receive from the state for classroom instruction, and academic

programs. The school calendar is designed to minimize problems for families which plan vacations around traditional holiday periods, and thereby minimize learner absences.

Following an absence, a learner is required to bring a written excuse from home when returning to school. Illnesses, and doctor and dental appointments are considered excused absences. Absences without a written excuse are recorded as unexcused.

EXCUSED ABSENCES

iLEAD School urges parent/guardian/caregivers to make sure their children attend school regularly and to schedule medical, dental, counseling, and other appointments after school, on the weekend if possible or during school holidays. The school also asks that travel or other absences be avoided during the time that school is in session. The higher the school's daily attendance rate, the more a learner will learn and the greater the amount of classroom instruction and academic programs. The school calendar is designed to minimize issues for families who plan vacations around traditional holiday periods and thereby minimize learner absences.

Following an absence, a learner is required to bring a written note from home when returning to school. Illnesses, and doctor and dental appointments are considered excused absences. Absences without a written excuse are recorded as unexcused.

(a) Notwithstanding Section 48200, a learners shall be excused from school when the absence is:

- (1) Due to their illness, including an absence for the benefit of the learner's mental or behavioral health.
- (2) Due to quarantine under the direction of a county or city health officer.
- (3) For the purpose of having medical, dental, optometric, or chiropractic services rendered.
- (4) For the purpose of attending the funeral services of a member of their immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than five days if the service is conducted outside California.
- (5) For the purpose of jury duty in the manner provided for by law.
- (6) Due to the illness or medical appointment during school hours of a child of whom the learners is the custodial parent/guardian/caregiver, including absences to care for a sick child, for which the school shall not require a note from a doctor.
- (7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of their religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the learner's absence is requested in writing by the parent/guardian/caregiver and approved by the principal or a designated representative pursuant to uniform standards established by the governing board. Please note: attendance at a religious retreats shall not exceed one school day per semester.
- (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- (9) For the purpose of spending time with a member of the learner's immediate family, who is an active duty member of the uniformed services, as defined in EC 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school.

(10) For the purpose of attending the learner's naturalization ceremony to become a United States Citizen.

(11) For the purpose of participating in a cultural ceremony or event. Please note: "cultural" means relating to the practices, habits, beliefs, and traditions of a certain group of people.

(12) (A) For the purpose of a middle school or high school learner engaging in a civic or political event, as provided in subparagraph (B), provided that the learner notifies the school ahead of the absence. Please note: A "civic or political event" includes, but is not limited to, voting, poll working, public commenting, candidate speeches, political or civic forums, and town halls.

(B) (i) A middle school or high school learner who is absent pursuant to subparagraph (A) is required to be excused for only one school day-long absence per school year.

(ii) A middle school or high school learner who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.

(13) (A) If an immediate family member of the learner, or a person that is determined by the learner's parent/guardian/caregiver to be in such close association with the learner as to be considered the learner's immediate family, has died, so long as the absence is not more than three days per incident.

(i) To access services from a victim services organization or agency. Please note: "Victim services organization or agency" means an agency or organization that has a documented record of providing services to victims.

(ii) To access grief support services.

(iii) To participate in safety planning or to take other actions to increase the safety of the learner or an immediate family member of the learner, or a person that is determined by the learner's parent/guardian/caregiver to be in such close association with the learner as to be considered the learner's immediate family, including, but not limited to, temporary or permanent relocation. (B) Any absences beyond three days for the reasons described in subparagraph (A) shall be subject to the discretion of the school administrator, or their designee. Extensions are based on the school administrator's assessment of the necessity of their absence. Please note: "Immediate family" means the parent/guardian/caregiver, brother or sister, grandparent, or any other relative living in the household of the learner..

(14) Due to the learner's participation in military entrance processing.

(15) Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

A learner with an excuse of absence shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The facilitator of the class from which a learner is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the learner missed during the absence.

CHRONIC ABSENTEEISM

A learner is considered a chronic absentee when they are absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all

absences – excused and unexcused – and is an important measure because excessive absences negatively impact academic achievement and learner engagement

COMPULSORY EDUCATION

Each learner between the ages of 6 and 18 years is subject to compulsory full-time education. Each learner shall attend the public full-time school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district in which the residency of either the parent/legal guardian/caregivers is located and each parent/guardian/caregivers, or other person having control or charge of the learner shall send the learner to the public full-time day school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district in which the residence of either the parent/legal guardian/caregiver is located. A learner shall not be enrolled for less than the minimum school day established by law. Exceptions are for learners enrolled in charter school, home school or other private school enrollments, and other online charter school options

Regular school attendance is essential for learning, academic success, and social development. Learners who attend school consistently are more likely to achieve higher academic outcomes, stay engaged in learning, graduate on time and avoid the need for academic or legal interventions. Parents/guardians/caregivers are legally responsible for ensuring their learner attends school regularly and on time. The school is committed to supporting learners and families in improving attendance. When attendance concerns occur, the school may offer attendance conferences, counseling or support services, academic interventions, referrals to school or community resources, and other support.

TARDINESS

We ask that you contact the school if you know your child is going to be tardy. A learner is considered tardy when they are not present in their preset in their assigned classroom or instructional area as the scheduled start time of the school day or class period. Consistent tardiness will result in learners missing valuable time with their classmates and will require them to make up missed activities.

TRUANCY

Learners are expected to be in school every school day. Any learner who is absent from school without a valid excuse (46010, 46010.3, 48205 Ed. Code) is considered truant. Missing a class period without a valid excuse is also considered truancy. Truancy is a serious offense and may lead to serious consequences. Examples of truancy include missing an entire day without an excuse, leaving school without permission or excessive unexcused tardiness. Repeated unexcused absences may lead to parent/guardian/caregiver notification, attendance conferences, referrals to a School Attendance Review Team (or similar intervention), and additional actions by the school. For questions regarding attendance policies, please contact Kammy Bell at Kammy.bell@iLEADLancaster.org.

ILLNESS

Any child who becomes ill while at school will be taken to the Health Office and parents/guardians/caregivers will be called to pick up the sick child. Please note that your child needs to be fever free for 24 hours before returning to school.

If your child needs to take prescription medication on a temporary or permanent basis while at school, an authorization to administer medication must be on file at the school. This form is available on the web-site: [Report an Absence](#)

CONCURRENT ENROLLMENT

All learners may only be enrolled in one school at a time. Learners may not be enrolled in a public and/or charter school and a private school or a public school and charter school at the same time. The school may request proof of disenrollment from previous school prior to registration.

EXTENDED SCHOOL YEAR - MIGRANT EDUCATION

Learners who are identified as a “migrant child” in grades TK-6 may be allowed to enroll in two public schools during summer, winter, or other intersessions – both the school in which they last attended and the next intended school to be entered upon the migration with parents from one agricultural work site to another.

INDEPENDENT STUDY

Independent Study (IS) is by choice and may not be mandated. Each school that chooses to offer IS must have policies for independent study courses or curriculum equivalent time to complete work expectations equal to what is offered in person. In addition, short-term (less than 15 school days) and long-term (15 or more school days) requires the IS engagement defined per the policies adopted by the local governing board. The IS agreement must be signed within 10 days of the start of short-term IS or prior to beginning long-term IS. IS agreements must be updated to include equitable access to students with disabilities based upon individual student needs. For more information on how our school offers IS options, please contact the office.

DRINKING WATER

Water plays an important role in maintaining a learner’s overall health. Learners, facilitators and staff are allowed to bring and carry water bottles to school and utilize water bottle filling stations that may be found around the campus.

BEFORE AND AFTER SCHOOL CARE

iLEAD Lancaster Charter School offers before and after school care facilitated through Champions, a division of the KinderCare Corporation. For a completed list of days, times, and schedules, please visit [discoverchampions](#), email our Champions site Director at jodi.castruita@discoverchampions.com or call 1-800-246-2154

SCHOOL LUNCH PROGRAM

iLEAD Lancaster Charter School offers a school lunch program. iLEAD Lancaster Charter School offers healthy meals every school day because children need healthy meals to learn. Commencing in SY 2022–23 schools serving learners in grades TK–12 must provide two meals free of charge (breakfast and

lunch) during each school day to learners requesting a meal, regardless of their free or reduced-price meal eligibility. Schools will still require eligible parents/guardians/caregivers to submit a Household Data Collection form in order to remain in compliance for accounting purposes only. For more information on the program please see the iLEAD Lancaster Charter School website at leadlancaster.org . Our school is committed to supporting learner health and wellness. Families and community members are invited to help develop and review our wellness policy twice a year. We value your input! The full policy is reviewed and updated every three years to ensure it stays current, you can find a copy of the wellness policy on our website. ileadlancaster.org

ENRICHMENT ACTIVITIES

iLEAD Lancaster Charter School offers several clubs, sports and enrichment classes. For a list of current ongoing extra-curricular offerings, please see the iLEAD Lancaster Charter School Events Calendar at: ileadlancaster.org

TRANSPORTATION

iLEAD Lancaster Charter School does not provide transportation. Families need to arrange their own transportation to and from campus/studio. Field Studies participation includes transportation details and are arranged on a per field study basis. Please see individual Field Study documentation for further information.

Prior to departure on a school activity trip, all learners riding on a school bus or school activity bus shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit.

LOTTERY GUIDELINES

As a charter school, iLEAD Lancaster Charter School is a school of choice, and may have more learners interested in attending the school than there are spaces available. If the number of learners who wish to attend the school exceeds the openings available, entrance shall be determined by single random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements.

SECTION 4:

LEARNER CONDUCT

EXPECTATIONS FOR SCHOOL BEHAVIOR

iLEAD Lancaster Charter Schools is dedicated to providing a safe and respectful learning environment where all learners can thrive both academically and social-emotionally. The school is committed to fostering a safe and caring community, believing that learner missteps provide valuable opportunities for growth and development during a learner's formative years. As issues arise, school personnel will directly engage with the learner, exploring options for positive choices, establishing suitable consequences, and guiding them to understand the significance of owning their decisions and behavior.

To foster the social-emotional well-being of each learner, the school embraces several initiatives aimed at developing their social skills. These include:

- **7 Habits of Highly Effective People:** Encourages positive interactions with oneself and others using the instruction and application of Stephen Covey's principles.
- **Love and Logic:** Provides a discipline and classroom management approach that emphasizes setting clear boundaries with empathy. Learners make choices within these limits, experiencing natural and logical consequences. By empowering learners to make decisions and learn from outcomes, this method promotes responsibility, problem-solving, and self-discipline. Facilitators using Love and Logic often establish a caring, respectful, and motivating classroom, reducing power struggles and enhancing the learning atmosphere.
- **Restorative Practices:** Emphasizes the importance of repairing harm and building relationships using dialogue, empathy, and accountability. Through techniques like community circles and restorative conferences, learners and educators work together to address conflicts, understand the impact of actions, and create solutions that promote healing and a positive school climate. Restorative practices aim to foster a sense of belonging, responsibility, and conflict resolution skills, ultimately leading to a more supportive and inclusive learning environment for all learners.

The school also provides Multi-Tiered Systems of Support (MTSS) to learners requiring additional social-emotional or behavioral assistance, targeting their specific areas of need.

CONSEQUENCES

The school is dedicated to supporting its learners through ongoing, supportive initiatives and the formation of family partnerships. However, there may be instances where consequences are necessary. The following examples provide a flexible framework for addressing individual needs and diverse circumstances:

- **Warnings and Reminders:** School personnel may bring an area of concern to a learner's attention, providing an opportunity for the learner to make an alternative decision.
- **Reflection Time:** This strategy allows for de-escalation of the situation, providing learners with an opportunity for reflection before tensions rise.

- **Office Referral:** Recent legislative changes have eliminated suspensions for willful defiance in grades K-12. However, school employees can still refer learners to administrators for timely in-school interventions and support if they exhibit willful defiance or disruption.
- **Other Means of Correction:** This strategy incorporates a variety of support methods and resources, including respectful, relevant consequences, counseling, community service, research projects, and/or continuing education tailored to the specific area of concern.
- **Suspension:** This disciplinary action is governed by the California Education Code and is to be implemented only after alternative methods of correction have proven ineffective in achieving appropriate learner conduct, with certain specified exceptions as provided by law. A suspended learner is not allowed to attend school for a specified period of time as indicated by the suspension. This would include extra-curricular activities during the suspended time period.
- **Recommendation for Expulsion:** The school director must recommend expulsion for certain severe offenses, as outlined in California Education Code Section 48915. However, expulsion is not mandatory in all cases, as the school director may find that expulsion is inappropriate due to the specific circumstances or that an alternative corrective measure would address the situation.
- **Emergency Removal:** Please see the *Emergency Removal* section below.

Any person who witnesses a concern should promptly report this information to school personnel. In potential disciplinary situations, the school director or designee will prioritize staff and learner safety prior to conducting an investigation. This may include actions such as notifying law enforcement, conducting a threat assessment, acquiring medical assistance, separating learners, executing searches, and/or confiscating any items that might endanger the learner or others. During the investigation, the school director will gather all relevant data, such as witness statements and other forms of evidence. Upon review of the investigative findings, appropriate actions for learner misconduct will be determined. The specific course of action taken is confidential to each learner and will only be disclosed to the learner, parent/guardian/caregiver, applicable school personnel and/or law enforcement.

SUSPENSION AND EXPULSION POLICY

The Learner Suspension and Expulsion Policy for iLEAD Lancaster Charter School has been established and Board approved in order to promote learning and protect the safety and well-being of all learners. The school is committed to providing a safe, respectful, and supportive learning environment for all learners and staff. Positive behavior, restorative practices, and proactive interventions are prioritized whenever possible. Suspension and expulsion are considered serious disciplinary actions and are used only when other corrective measures have been unsuccessful or when a learner's behavior poses a threat to the safety, health, or educational environment of others.

SUSPENSION

A suspension is the temporary removal of a learner from school, class, or school activities for disciplinary reasons. While suspended, a learner may not be present on school grounds or attend any school-sponsored activity unless authorized by school administration.

Before issuing a suspension, the school will generally consider alternative methods of correction and intervention, including counseling, restorative conversations, behavior supports, conflict resolution, and parent/guardian/caregiver conferences. However, suspension may be necessary when a learner's conduct significantly disrupts the educational environment or endangers the safety of others.

GROUNDS FOR SUSPENSION

A learner may be suspended for behaviors including, but not limited to:

- Causing, attempting to cause, or threatening physical injury
- Fighting or acts of violence
- Possession, use, sale, or furnishing of weapons, dangerous objects, drugs, alcohol, tobacco, nicotine, or vaping products
- Bullying, cyberbullying, harassment, intimidation, or hazing
- Sexual harassment, sexual misconduct, or sexual battery
- Theft, robbery, extortion, or possession of stolen property
- Vandalism or damage to school or private property
- Possession of drug paraphernalia or imitation firearms
- Making terrorist threats or false emergency reports
- Hate violence or discrimination based on protected characteristics
- Academic dishonesty or falsification of records
- Repeated or severe violations of school rules that substantially disrupt the educational process

The school recognizes the serious impact of bullying and cyberbullying on learner well-being. Bullying includes verbal, physical, written, or electronic conduct that interferes with a learner's safety, mental health, academic performance, or ability to participate in school activities.

SUSPENSION PROCEDURES

Whenever possible, learners will be informed of the reason for the suspension, the evidence supporting the decision, and given an opportunity to respond before the suspension is imposed.

Parents/guardians/caregivers will be notified promptly regarding:

- The reason for the suspension
- The length of the suspension
- Expectations for the learner's return to school
- Any conference or follow-up meeting requested by the School

Suspensions generally may not exceed five (5) consecutive school days per incident, and total suspensions may not exceed the limits established by California Education Code.

ACADEMIC SUPPORT DURING SUSPENSION

Learners suspended for two or more school days may request assignments and classwork to help maintain academic progress during the suspension period. Completed work submitted within the required timeframe will be accepted and graded in accordance with school policy.

EXPULSION

Expulsion is the involuntary removal of a learner from the school due to serious or repeated misconduct. Expulsion is considered only after careful review of the circumstances and after the learner has been provided due process protections, including the right to a hearing.

OFFENSES THAT MAY RESULT IN EXPULSION

Certain offenses require immediate suspension and recommendation for expulsion, including:

- Possession or sale of a firearm
- Brandishing a knife
- Selling controlled substances
- Sexual assault or sexual battery
- Possession of explosives

Additional serious offenses that may lead to expulsion include:

- Causing serious physical injury
- Robbery or extortion
- Assault or battery against a school employee
- Possession of dangerous weapons or illegal substances
- Ongoing or repeated misconduct that threatens school safety or substantially disrupts the learning environment

A learner will not be expelled solely for willful defiance or disruption.

EXPULSION HEARING AND APPEALS

Learners recommended for expulsion are entitled to a formal hearing before a neutral hearing officer. Families will receive written notice of the hearing and have the right to:

- Review evidence
- Present witnesses and evidence
- Be represented by legal counsel or an advocate
- Question witnesses and testimony

Following the hearing, families may appeal the decision to the School's Board of Directors within the timeline established by School policy.

LEARNERS WITH DISABILITIES

Disciplinary actions involving learners with an Individualized Education Program (IEP) or Section 504 Plan will follow all applicable state and federal laws. When required, the School will hold a manifestation determination meeting to determine whether the conduct was related to the learner's disability before additional disciplinary action is taken. The Learner Suspension and Expulsion Policy may be read in full detail here: ileadlancaster.org.

REQUIREMENT OF PARENT/GUARDIAN/CAREGIVERS SCHOOL ATTENDANCE

Facilitators may require the parent/guardian/caregiver of a learner who has been suspended by a facilitator to attend a portion of that school day in their learner's classroom. The attendance of the parent/guardian/caregiver will be limited to the class from which the learner was suspended. A written notice will be sent to the parent/guardian/caregiver regarding implementation of this requirement. Employers are not allowed to apply sanctions against the parent/guardian/caregiver for this requirement, if the parent/guardian/caregiver has given reasonable notice to his/her employer.

EMERGENCY REMOVAL

The school Administrator may perform an emergency removal of a learner from curricular or extracurricular activities or from the grounds if a learner's presence poses a threat and/or danger to any person or property, or if the learner's presence poses an on-going disruption to the educational process. This removal may be done without immediate notice or hearing.

If the removal leads to a suspension any learner so removed shall be given written notice and provided with a hearing within three (3) school days after removal as defined in the Suspension section of this Handbook. If it is probable that the learner is going to be recommended for expulsion, the expulsion process shall be conducted in accordance within the Expulsion section of this Guidebook.

LEARNER SEARCH

The school director or administrative designee may search the personal property of a learner, the learner, or the backpack or purse if there is a reasonable suspicion to believe the learner may have a concealed weapon, narcotics, stolen property, or contraband. [U.S. Supreme Court Case: New Jersey v. T.L.O. (1985) 469 U.S. 325]

ELECTRONIC NICOTINE DELIVERY SYSTEMS (E-CIGARETTES)

The school prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all school property and in school vehicles at all times. ENDS are often made to look like cigarettes, cigars and pipes, but can also be made to look like everyday items such as pens, asthma inhalers and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin.

Learners using, in possession of, or offering, arranging or negotiating to sell ENDS can be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by 11014.5 of the Health and Safety Code.

TOBACCO FREE CAMPUS

The use of tobacco and nicotine products is prohibited on school grounds, buildings, and vehicles, and within 250 feet of a youth sports event. Tobacco products include, but are not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, or an electronic device (e.g., electronic cigarette, cigar, pipe, or hookah) that delivers nicotine or other vaporized liquids.

RELEASE OF LEARNER TO PEACE OFFICER

If an iLEAD Lancaster Charter School official releases your learner from school to a peace officer for the purpose of removing them from the school premises, the school official shall take immediate steps to notify you or a responsible relative of your learner, except when a learner has been taken into custody as a victim of suspected child abuse. In those cases, the peace officer will notify the parent/guardian. [EC 48906; PC 11165.6]

PARENT/GUARDIAN/CAREGIVER RESPONSIBILITY

Parents/Guardians/Caregivers are liable for all the damages caused by the willful misconduct of their minor children, which result in death or injury to other learners, school personnel, or school property. Parents/Guardians/Caregivers are also liable for any school property loaned to the learner and willfully not returned. The school may further withhold the grades, diploma, and transcript of the learner until restitution is paid.

If your child commits an obscene act or engages in habitual profanity or vulgarity, disrupts school activities or otherwise willfully defies the authority of school personnel, and is suspended for such misconduct, you may be required to attend a portion of a school day in your child's classroom. [EC48900.1]

TESTING

Learners are expected to participate in all assessments required by the state of California as well as any required school-wide benchmark assessments to ensure the longevity and accountability of the program. Parents/Guardians/Caregivers will be notified of the testing required for each learner. Parents/Guardians/Caregivers are responsible for ensuring their learners attend the required testing. Tests include:

- Literacy K-2 Screener
- CAASPP (California Assessment of Student Performance and Progress): Grades 3-8 in the spring
- CAST Science (California Science Test): Grades 5 and 8 in the spring
- Physical Fitness Test: Grades 5, and 7 during the second semester
- MAP (Measures of Academic Progress) Growth Test*: Grades TK-8 in the fall and spring

ACADEMIC DISHONESTY

The school expects learners to do their own work and to succeed in school by their own efforts. Academic dishonesty includes using someone else's answers, writings, or ideas and submitting the work as their own. It also involves using answer keys, teacher's editions, the internet and/or a mobile device to find answers without permission. Additionally, providing answers or allowing someone to use their work is not allowed.

For any learner caught plagiarizing (copying) the writings or ideas of another, providing work for another to copy, or cheating by any other means, disciplinary actions will be taken as deemed appropriate by the facilitator and/or School Director or designee.

LEARNER PERSONAL DEVICE USAGE

To support an engaging learning environment and minimize distractions, iLEAD Lancaster requires learners to power off and securely store personal electronic devices during the instructional day unless otherwise authorized by a facilitator.

EXPECTATIONS FOR LEARNER USE OF CELL PHONES AND ELECTRONIC DEVICES

1. **Cell phones and personal electronic devices must remain powered off and stored out of sight** in a backpack or designated storage area during instructional time.
2. **Cell phones may not be used during class** for calling, texting, social media, gaming, internet browsing, recording, or any non-instructional purpose unless expressly authorized by the facilitator for an educational activity.
3. **Facilitators may permit or restrict device use** based on instructional needs and classroom expectations. Device use during class is considered a classroom-managed behavior and remains at the facilitator's discretion within the parameters of this policy.
4. **Learners may not photograph, record, or videotape** staff members, learners, or school activities without prior authorization from school administration and the consent of all parties involved.
5. **Accessing, viewing, sharing, or distributing inappropriate content** on any personal device while on campus or during school activities is prohibited and may result in disciplinary action.
6. **Cell phone use is prohibited during recess periods.** Learners are encouraged to engage in face-to-face social interaction, physical activity, and community building during recess, which support healthy social-emotional development and learning. **Cell phones and personal electronic devices may be used during the designated lunch period, provided such use is appropriate, does not disrupt others, and complies with all school expectations regarding respectful and responsible technology use.**
7. **Smartwatches, earbuds, headphones, and other personal electronic devices** are subject to the same restrictions as cell phones unless specifically authorized for instructional or medical purposes.

EXCEPTIONS

Exceptions may be granted for:

- Documented medical needs;
- Accommodations specified in a learner's Individualized Education Program (IEP) or Section 504 Plan;
- School-approved instructional activities;
- Emergencies as determined by school administration.

CONSEQUENCES FOR POLICY VIOLATIONS

Learners who fail to follow the Cell Phone and Personal Electronic Device Usage outline in this guidebook will be subject to the following progressive consequences:

Offense	Consequence
1st Offense	Verbal warning and reminder of expectations
2nd–3rd Offense	Device confiscated and held in the office until the end of the school day
4th–5th Offense	Device confiscated; device may only be retrieved by a parent/guardian
6th Offense	Device confiscated; parent/guardian retrieval required and a parent conference will be scheduled to establish a behavior support plan

Repeated violations may result in additional disciplinary interventions as determined by school administration.

LIABILITY

Learners bring personal electronic devices to school at their own risk. iLEAD Lancaster Charter School, its employees, and agents are not responsible for the loss, theft, damage, or unauthorized use of any personal electronic device brought onto campus.

SECTION 5:

TECHNOLOGY

At iLEAD Lancaster Charter School , technology is a powerful tool for inquiry, collaboration, creativity, and the development of 21st-century skills. Our goal is to cultivate Lifelong Learners and Design Thinkers who navigate the digital landscape safely, ethically, and productively.

iLEAD Lancaster Charter School technology resources, including internet access, school networks, electronic devices, software accounts, and school-vetted Artificial Intelligence (AI) platforms, are provided to enhance the educational experience. Following these guidelines ensures a safe, positive, and legally compliant learning environment for all learners, facilitators, and staff.

SUPERVISION AND MONITORING

All iLEAD's-provided technology, devices (including but not limited to Chromebooks, tablets, and laptops), network infrastructure, user accounts (such as school emails and educational portals), and cloud storage remain the exclusive property of iLEAD Lancaster Charter School . School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that users are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline or security of any learner or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

INTERNET SAFETY & NETWORK USE GUIDELINES

iLEAD Lancaster Charter School School computers provide access to the internet, filtered to protect learners from inappropriate content at the network level. By integrating digital literacy and digital citizenship lessons throughout our curriculum, we equip our learners to navigate the current digital landscape safely and responsibly, partnering with our families to understand and uphold these shared expectations.

Equipping our learners with the skills to thrive in the 21st century demands providing them with access to technology, and this is reflected in the integration of computers and educational software into every classroom curriculum. Learners will have email access with filtering and built-in restrictions; iLEAD Lancaster Charter School Schools employs strong guidelines for Web usage and Internet security. We comply with the level of security required by the Children's Internet Protection Act (CIPA) and the Children's Online Privacy Protection Act (COPPA). While we maintain robust, network-level filters, iLEAD Lancaster Charter School also implements multi-layered protections across our digital ecosystem. This includes platform-level restrictions on school-issued Google Workspace accounts, such as enforcing Google SafeSearch to block explicit search results, activating strict profanity and explicit content filters, and restricting communication capabilities. Despite these extensive network, search, and device-level safeguards, there are still instances when inappropriate content or websites can bypass security

measures. Please be assured that iLEAD Lancaster Charter School remains deeply committed to actively monitoring, updating, and restricting access to such materials.

Our school is taking reasonable precautions to restrict access to “harmful matter” and to materials that do not support approved educational objectives. However, on a public network, it is impossible to control all materials. “Harmful matter” means matter that, taken as a whole by the average person applying contemporary statewide standards, describes in a patently offensive way material which lacks serious literary, artistic, political, or scientific value for minors.

The facilitators/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their learners. iLEAD Lancaster Charter School Schools takes no responsibility for the accuracy or quality of information from Internet sources. Use of any information obtained through the Internet is at the user’s risk.

The purpose of schools having access to the Internet is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. The use of the internet must be in support of education and research and consistent with the educational objectives of iLEAD Lancaster Charter School Schools.

NETWORK STEWARDSHIP AND BANDWIDTH

To preserve the performance and integrity of this shared digital environment, iLEAD Lancaster Charter School network is reserved as an essential resource for classroom instruction. Consequently, non-educational, high-bandwidth activities, including unapproved media streaming, non-academic online gaming, cryptocurrency mining, and peer-to-peer file sharing, are strictly prohibited on all school networks and devices to ensure optimal connection speeds and performance for everyone.

DIGITAL CITIZENSHIP & RESPONSIBLE ONLINE CONDUCT

To maintain a safe, supportive, and legally compliant learning environment, all learners must abide by the following unified principles of digital citizenship and online conduct. Any transmission, creation, search, or distribution of material in violation of federal or state law is strictly prohibited. This includes, but is not limited to, the distribution of, or engagement in, the following:

1. Learners must protect personal privacy by never publishing or sharing passwords, personal addresses, phone numbers, or confidential details of themselves or others. Additionally, the school operates under a media opt-out policy; unless a parent/guardian/caregivers has explicitly submitted a completed Media Opt-Out Form during online registration, the school reserves the right to publish a learner's picture, video, first name, or schoolwork on official, school-managed digital platforms.
2. Learners must interact online with respect and integrity. Viewing, creating, or distributing defamatory, abusive, obscene, profane, sexually explicit, threatening, or racially offensive materials, including swearing, vulgarities, and harassing messages, is strictly prohibited.

3. Learners must not use school resources, devices, software accounts, or networks for commercial ventures, personal profit, advertising, solicitations, or political lobbying.
4. Learners must not use school systems or networks to search for, access, distribute, or share information that facilitates a crime or encourages the use of controlled substances.
5. Learners must respect the works of others by complying with copyright laws, adhering to software license agreements, and completely avoiding plagiarism.
6. Learners must protect shared school equipment and networks by avoiding unauthorized access, bypassing network filters, or introducing computer viruses and malware. If a security loophole or vulnerability is identified, learners must immediately report it to an educational facilitator or staff member rather than demonstrating or sharing it with others.

CYBERBULLYING AND HARASSMENT

iLEAD is committed to providing a safe, welcoming, and inclusive learning environment. We provide classroom instruction that promotes positive communication, social-emotional skills, digital citizenship, and strategies to prevent and safely respond to bullying and cyberbullying. Cyberbullying is defined as the use of electronic communication, including text messages, social media, emails, online gaming chats, or synthetic media, to bully, intimidate, harass, or humiliate another learner or staff member. Any learner who engages in cyberbullying, harassment, or intimidation on school premises, during school-sponsored activities, or on school-provided devices and networks will be subject to disciplinary action. This policy also applies to off-campus online behavior if it causes, or is reasonably likely to cause, a substantial disruption to school activities, safety, or attendance.

Consistent with our commitment to harassment-free environments, learners are strictly prohibited from utilizing generative AI or other technology tools to create or distribute synthetic media, "deepfakes," altered images, or synthetic audio that target, harass, mimic, impersonate, or defame any learner, facilitator, or staff member.

If a learner is targeted by harmful online content on a third-party social networking site, the School Director or designee may file an official complaint with the platform to have the offending material removed immediately. Violation of this policy may result in disciplinary action and/or the loss of the privilege to use technology and/or civil or criminal liability.

ACADEMIC INTEGRITY AND RESPONSIBLE USE OF AI

At iLEAD Lancaster Charter School, we recognize that Artificial Intelligence ("AI") is a powerful machine-learning tool that can enhance our mission of cultivating Lifelong Learners and Design Thinkers. We embrace the potential of AI to support innovative instruction and administrative efficiency while remaining committed to its responsible, ethical, and legal use. AI tools should be used to enhance learning, not replace independent critical thinking and independent work. Learners should always cite their sources when using AI-generated content.



Since AI platforms can generate inaccurate information or "hallucinations," learners must cross-reference and verify all AI-assisted research and calculations using reliable secondary sources (such as academic journals, books, or vetted databases), as they remain fully responsible for the factual accuracy of any work they submit. Because technology is evolving rapidly, individual class facilitators reserve the right to establish specific rules regarding when and how AI tools may be used for a particular project, unit, or presentation. If a facilitator states that an assignment must be completed without AI assistance, learners must fully comply with that boundary.

SECTION : 6

EXPLORATION (HOME STUDY)

PROGRAM DESCRIPTION

iLEAD Lancaster Charter School Exploration is passionate about personalized learning, providing opportunities for each child to thrive through their own individualized learning plan. Families are paired with a credentialed teacher who develops and oversees an individualized learning plan (ILP) based on grade-level standards and the learner's passions. Under the guidance of a credentialed educational facilitator, families can incorporate a variety of learning methods and educational activities to achieve educational goals. Instructional funds are allocated by facilitators to support and enhance each learner's individualized learning plan.

iLEAD Lancaster Charter School dedicated staff partners with each family to plan, advise, and encourage the learner to reach their goals. Each month, the educational facilitator will work with the family to develop meaningful, standards-based assignments using the learner's passions/interests, curriculum, and educational activities. Families meet with their educational facilitator weekly to check in to share all learning activities and assignments from their individualized learning plans completed that week. Work samples are collected for every subject, and parent/guardian/caregivers sign learning logs to verify daily engagement. At least one weekly meeting a month needs to be face to face (either in person or via zoom)

iLEAD Lancaster Charter School Exploration also values community, providing opportunities to foster friendships through a variety of field studies, service projects, park days, and family gatherings.

WRITTEN AGREEMENT AND ASSIGNMENT WORK RECORD (AWR)

The school's guidelines require a detailed agreement between the learner, parent/guardian/caregiver, and the supervising educational facilitator. This agreement is called the Written Agreement, and it must be completed and signed by the learner, parent/guardian/caregiver, and supervising educational facilitator on or before the learner's start date. An acknowledgment of responsibilities, signed by the learner, parent/guardian/caregiver, and educational facilitator, emphasizes each person's responsibility in the learner's education.

In addition to the Written Agreement, learners and supervising educational facilitators create Individualized Learning Plans (ILP) on their Assignment Work Records (AWR) to guide instruction. Learners complete the work and activities on their ILP/AWR as assigned by their facilitator each learning period. The primary goal of the ILP/AWR is to ensure that each-learner is working toward grade-level standards, personal goals, and social-emotional growth.

Throughout the year, learners will review learning outcomes and set individual goals. They will learn to evaluate their progress toward those goals, starting at a basic level when they are younger and improving their ability to self-assess over time.

ATTENDANCEATTENDANCE

As an independent study program of public charter schools, iLEAD Lancaster Charter School has guidelines that govern how attendance is calculated. In independent study, attendance is granted by evaluating two components - the daily engagement (learning log) and completion of assigned work (time value).

1. **Engagement:** Learners must be engaged in assigned educational activities listed on the Assignment Work Record/individualized learning Plan (AWR/ILP) on every school day listed on the school calendar. If a learner does not engage in an assigned educational activity listed on the Assignment Work Record/Individualized Learning Plan (AWR/ILP) on a school day, they will be marked absent. The number of days that a learner receives credit for engagement is reflected on the activity log that the parent/guardian/caregiver signs at the end of each learning period (LP). Engagement is based on daily activities for each school day.
2. **Time Value:** Learners must complete, show, and discuss the body of work with their facilitator in all academic subjects as assigned on the Assignment Work Record/individual learning plan (ILP). Generally, the Assignment Work Record/ILP will reflect about an hour of work per subject per day (a little less for TK/K). If a learner does not complete the assigned work in a given subject for the learning period, they will not receive full time value for that subject.

When attendance is claimed at the end of a learning period, the Supervising Educational Facilitator takes into consideration both engagement and time value and must claim the lesser of the two.

INADEQUATE PROGRESS & THE INVOLUNTARY DISENROLLMENT PROCESS

Per the Written Agreement, learners not meeting program requirements will be evaluated to determine whether independent study is an appropriate strategy/program. The process may include interventions, Inadequate Progress contracts, and learner success team meetings. The school will contact learners and families by phone, email, or in-person meetings to determine interventions needed for success. Any violation of the Written Agreement could result in removal from iLEAD Lancaster Charter School Exploration's independent study program.

Per California Education Code Section 51747, the governing board of iLEAD Lancaster Charter School maintains this board policy establishing the criteria before an evaluation is conducted to determine whether it is in the best interest of the learner to remain in independent study.

NOT MAKING SATISFACTORY EDUCATION PROGRESS (INADEQUATE PROGRESS)

Inadequate Progress, established by the school's Independent Study Policy, occurs when the learner, fails to complete at least 75% of work assigned for one learning period, or is not making satisfactory educational progress as defined below, or accumulates 20 absences in a school year due to insufficient work completion and/or engagement, the School Director or designee shall conduct an evaluation to determine whether it is in the best interest of the learner to remain in independent study.

A learner is deemed to be making "satisfactory educational progress" if the learner is on track to enter the next grade level at the completion of the current school year and/or progressing toward meeting

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 learner's achievement and engagement in the independent study program, as indicated by the learner's performance on applicable learner-level measures of learner achievement and learner engagement set forth in Education Code Section 52060(d)(4)-(5).
2. The completion of assignments, assessments, or other indicators that show the learner is working on assignments.
3. Learning required concepts, as determined by the supervising academic coach.
4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising academic coach.

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

PROCEDURES FOR TIERED ENGAGEMENT

If a 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, 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 in violation of their written agreement pursuant to Education Code Section 51747(g), the School will:

- Verify current contact information for each enrolled learner ;
- Notify parents, guardians, or caregivers of lack of participation within one school day of the learner's absence or lack of participation (e.g., via email, message, text, telephone, letter, etc.);
- Reach out to the learner directly and/or parents, legal guardians, or caregivers as well as health and social services as necessary, to determine the learner's needs for reengagement; and
- Schedule a learner-parent-educator conference (a meeting involving all individuals who signed the learner's written agreement) to review the learner's agreement and reconsider the independent study program's impact on the learner's achievement and well-being.
- Implement any local programs intended to address chronic absenteeism, as applicable.

ADDITIONAL CONSIDERATION FOR LEARNERS WITH A SECTION 504 PLAN OR IEP

If the school recommends removal from independent study as a result of the Evaluation and the learner has a Section 504 Plan or IEP, the School shall schedule an IEP meeting or Section 504 meeting (as applicable) following applicable legal timelines, to determine the following:

1. Whether the Inadequate Progress (e.g. missed assignments) was caused by or had a direct and substantial relationship to the learner's disability.
2. Whether the Inadequate Progress (e.g. missed assignments) was the direct result of the school's failure to implement the IEP or Section 504 Plan, as applicable.

If the answer to either (1) or (2), above, is yes, then the attendance/participation is a manifestation of the

learner's disability and the school will follow applicable state and federal laws to ensure that the learner is offered a free appropriate public education.

If the answer to either (1) and (2), above, is no, then the learner may be removed from independent study consistent with this policy.

This meeting may be combined with the Evaluation at the discretion of the school.

INVOLUNTARY DISENROLLMENT PROCESS

Once the Evaluation is complete, if it is determined that it is not in the best interest of the learner to remain enrolled in the independent study program, the parent/legal guardian/caregiver(s) shall be notified in writing of the school's intent to remove the learner as it is not in their best interest to remain in independent study (hereinafter referred to as the "Notice"). The Notice shall be in the native language of the parent/ legal guardian/caregiver(s), or if the learner is a homeless child or foster youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the learner is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker.

The Notice shall be provided no less than five (5) school days before the effective date of learner's removal. The Notice shall include the following:

1. Notice of the School's intent to remove the learner.
2. The opportunity of the parent/legal guardian/caregiver(s) (or educational rights holder, attorney, county social worker, or tribal social worker as applicable, hereinafter included within "parent/legal guardian/caregiver(s)") to request a hearing adjudicated by a neutral officer within a reasonable number of days, at which the learner has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the learner has the right to bring legal counsel or an advocate. The parent/legal guardian/caregiver(s) must submit the request for a hearing in writing prior to the effective date to the effective date of the learner's removal and the request must be received by the School within five (5) school days from the date of the Notice.

If parent/legal guardian/caregiver(s) requests a hearing in accordance with the above:

- The hearing will be scheduled and the family will be notified of the date/time/location of the hearing.
- The learner shall remain enrolled and shall not be removed until/unless the School issues a final decision to disenroll.
- A hearing decision not to disenroll the learner does not prevent the School from making a similar recommendation in the future should learner attendance/participation issues occur or re-occur.

If no hearing is requested, the learner shall be removed from the School on the date listed on the Notice.

The learner's district of residence will be notified of the removal within thirty (30) calendar days. The school shall, upon request, provide that school district with a copy of the cumulative record of the learner, including report cards or a transcript of grades, and health information.

CHRONIC ABSENTEEISM

A learner is considered a chronic absentee when they are absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused and unexcused – and is an important measure because excessive absences negatively impact academic achievement and learner engagement.

INSTRUCTIONAL FUNDS

The primary focus is the learner's adequate progress with instructional funds supporting core subjects and other academic areas of need based on internal benchmark testing, state testing, curriculum assessments, and academic progress on the Assignment Work Record/ILP. The supervising educational facilitators and the vendor department will use their professional judgment to evaluate the appropriateness of requested materials and services. The school makes the final determination on the use of funds to support the learner's academic progress.

Orders cannot be placed until the Written Agreement and Acknowledgement of Responsibilities are signed by the learner and parent/guardian/caregiver. The learner's Assignment Work Record (AWR)/Individualized Learning Plan (ILP) must reflect the academic plan addressing the core curriculum needs. Core curriculum must be in place prior to requesting supplemental and/or extracurricular materials/courses.

LEARNING PERIOD EXPECTATIONS

ASSIGNMENT WORK RECORD (AWR)/INDIVIDUALIZED LEARNING PLAN (ILP)

The Assignment Work Record (AWR) lists assignments and activities that must be completed by the learner during each learning period. This information can be found in the school's learning management system. The Supervising Academic Coach, in collaboration with a subject specific facilitator when applicable, will ensure that the assignments and activities support grade-level content standards and social-emotional learning. The AWR also serves as a grade book and goal-setting tool for learners and families. As the credentialed teacher of record, the Supervising Academic Coach will review the assignments and activities listed from each learning period at the meeting, and provide feedback, suggestions, and grade determinations. Learners who are not meeting grade-level expectations are provided intervention support.

The AWR is maintained by the Supervising Academic Coach and incorporates assignments that will utilize a variety of materials, resources, and activities. The facilitator will guide the discussion at learning period meetings to plan, review and assign work on the AWR in collaboration with the learner. The unique learning styles and interests of each learner are considered in the development of assignments reflecting state standards. At monthly learning period meetings, the body of work, as listed on the AWR, is showcased by the learner. The Supervising Academic Coach will collect samples in each subject area as listed on the Written Agreement.

The AWR/ILP reflects the grade-level guidelines as defined by the state of California and include:

Instructional Time Requirements (CDE)			a. Assignments: Curriculum guide, pacing plans, field studies, projects, reports, presentations, videos, writing, experiments, journals, graphic organizers, logs, etc. b. Time Value: The EF's assignments must meet the instructional time requirements for charter schools as listed by the CDE. The assignments reflect time value for an average learner to complete their work by grade-level guidelines. https://www.cde.ca.gov/fg/aa/pa/instructionaltime/table.asp
Grade	Min/Year	Average Daily	
TK/Kinder	36,000 min	205 min/day	
1st - 3rd	50,400 min	288 min/day	
4th - 8th	54,000 min	308 min/day	

LEARNING PERIOD MEETINGS

Learners and/or parents/guardians/caregivers must participate in regularly scheduled mandatory learning period (LP) meetings at a minimum of every 25 instructional days in addition to weekly check-ins. Meeting frequency is subject to California Education Code, and the credentialed teacher can request more meetings as needed to support learner progress. At these meetings, the supervising educational facilitator will review the body of work and collect work samples for each subject as listed on the Written Agreement. The learner will showcase, discuss, and provide work assignments such as projects, essays, assessments, clear photos/videos, and other items that allow the learner to demonstrate learning experiences. Additionally, the supervising academic coach will assign work for the next learning period meeting. Should an emergency arise, the parent/guardian/caregiver or learner should communicate with the educational facilitator to reschedule the meeting as soon as possible.

Chronic absences in the form of insufficient work completed may result in an evaluation to determine whether independent study is an appropriate strategy/program for the learner. Any violation of the Written Agreement could result in removal from iLEAD Lancaster Charter School independent study program.

MONTHLY WORK SAMPLES

At the learning period meeting, learners will discuss and show the body of work assigned in the AWR/ILP by their facilitator. This includes all completed assignments from which the educational facilitator will collect work samples per subject listed on the Written Agreement each learning period. Work samples

should:

- Demonstrate learning in accordance with the work assigned and grade-level standards as listed for each subject on the AWR/ILP.
- Reflect original learner work submitted as a hard copy, emailed as a scanned copy, or photo(s).
 - Photo samples: The images should be clear, well-lit, and include the entire sample in the frame. Learners should write (or dictate for primary grades) a caption or description of the learning taking place in the photos. Photos should include learners with their projects when possible.
- Not contain any religious materials or references unless the course on the Written Agreement requires a study of world religions.
- Show math problems worked out or explained by the learner.
- Be evaluated by the supervising educational facilitator.

If the supervising educational facilitator determines additional samples are needed to demonstrate progress and learning in specific areas, the supervising educational facilitator may assign additional work or ask the learner to revise what they have already submitted.

LEARNING LOG

Parent/Guardian/Caregivers must sign a monthly activity log confirming learner engagement in educational activities on school days. Parent/Guardian/Caregivers will be required to sign off on the learning log on the last day of each learning period. Attendance is determined based on the work assignments completed (time value) and the daily engagement (learning log).

Learning Period (LP) End Dates			
LP1	9/11/26	LP6	3/5/27
LP2	10/9/26	LP7	4/2/27
LP3	11/13/26	LP8	5/7/27
LP4	12/17/26	LP9	6/4/27
LP5	2/5/27		

SYNCHRONOUS INSTRUCTION AND DAILY LIVE INTERACTION

Learners will be provided opportunities for daily synchronous instruction for grades TK through three, daily live interaction and at-least weekly synchronous instruction for grades four through eight, and at-least weekly synchronous instruction for grades nine through twelve. Participation in the synchronous instruction and daily live interaction are optional but highly encouraged for learners. If a learner does not participate in these optional offerings letters/emails will be sent encouraging learners to attend in order for the school to be in compliance with tiered reengagement.

ORDERING TECHNOLOGY WITH INSTRUCTIONAL FUNDS

Technology items can be purchased with instructional funds. Families should be aware of the potential benefits and risks that come with technology use. Please contact your Educational Facilitator for further information on purchasing electronics.

DEVICE USAGE

The right to use a school computer at home is a privilege. If learners do not adhere to the rules and guidelines in this Guidebook, the privilege to use their school computer/tablet/electronic device at home may be restricted or eliminated. An Equipment and Technology agreement form must be signed before the EF can place the technology order.

I. Hardware and Software

A. In the box

- Computer/Electronic Device
- Power supply

B. On the device

- Operating System software

C. Backup and file storage

- Files are not backed up.
- Computers: Learners need to keep 1/3 of the hard drive space free at all times for optimal operation.

D. Software support

- First avenue of support – Application's help system (online, email, in person)
- Second avenue of support – Google
- Third avenue of support – iLEAD Tech Support

II. Learner and Parent/Guardian/Caregiver Responsibilities

By allowing learners to use a school-owned electronic device at home, families assume some risk. Parent/Guardian/Caregivers will be responsible for making sure repairs are done and paid for (beyond warranty) or replacement is made in the event of theft, loss or damage due to intentional or unintentional abuse or misuse.

A. Handling and care of the device

- Keep the electronic device in a protective case.
- Use the electronic device on a flat, stable surface.
- Do not set books on top of the electronic device.
- Avoid carrying the electronic device with the screen open.
- Be careful not to leave pencils or pens or papers on the keyboard when closing the screen.
- Do not pick up the electronic device by the screen.
- Do not have food or drink around the electronic device.
- Cleaning – wipe surfaces with a clean, dry, and soft cloth.
- Avoid touching the screen with fingers, pens, or pencils.
- If hands are dirty, wash them before using the electronic device.

- Do not use the electronic device in a dusty or dirty environment.
- Do not leave the electronic device exposed to direct sunlight or near heat or moisture sources.
- Do not leave the electronic device in a car (heat, theft).

B. Power management

- It is the learner's responsibility to recharge the device's battery.
- Whenever the electronic device is not in use, close the screen to put it to sleep in order to extend battery life.

C. Transport

- Electronic devices should be transported closed and in their protective case.
- Do not leave the electronic device in a vehicle. Many devices are stolen this way plus heat can be very damaging.

D. Ethical and appropriate use

Technology is intended for instructional use and school-related business. It is not intended for commercial use. Users will not engage in unauthorized activities. Any unauthorized activities will result in immediate termination of use and the electronic device must be returned immediately. These include, but are not limited to:

- Accessing data for which users do not have privilege.
- Knowingly deploying viruses.
- Violating copyright laws (music, photos, software) or the privacy rights of others.
- Plagiarism
- Learners will not create, access, download, view, store or print content that:
 - Depicts profanity, obscenity, use of weapons, or violence.
 - Promotes use of tobacco, drugs, alcohol, or other illegal or harmful products.
 - Contains sexually explicit or suggestive material.
 - Contains rude, disrespectful, or discourteous expressions inconsistent with civil discourse or behavior.

E. Financial responsibility

- Families are responsible for replacement and/or repair costs.

F. If electronic device is lost, stolen, or damaged:

- If lost, stolen, or damaged, please notify the school immediately.
- If the electronic device is lost or stolen, a police report is required for coverage.
- If damaged, submit a ticket through iLEAD Tech Support to use the school purchased warranty for damages (if applicable) or technical issues. For damage beyond the warranty, or if warranty has expired, the family is responsible for that cost. For damage beyond normal wear and tear, the family must pay to fix or replace the device. Any costs for repair that are not covered under warranty are the responsibility of the family. If the item is under warranty, the family is responsible for any copay. Failure to pay the repair in a timely manner may mean the learner loses the privilege to have the electronic device.

G. Monitoring and supervision

- The electronic device should be used in a location where use can be monitored and supervised by a parent/guardian/caregiver. Unsupervised use is strongly discouraged (e.g. use in a child's bedroom).
- Use of the electronic device by other family members is not allowed unless listed on the agreement.
- Learners should not allow other learners to borrow their electronic device because they are ultimately responsible for that device.

H. Internet access at home

- Learners are allowed to access the internet using broadband or wireless connection.
- While internet filters provide an important level of protection, no filter program provides 100% protection. Monitoring and supervision are still very important.

SECTION 7:

POLICIES AND PROCEDURES

ACCELERATION AND RETENTION PROCEDURES

Learners are expected to progress through each grade within one year. In unique circumstances, learners may be considered for acceleration or retention. The acceleration and retention process involves parent/guardian/caregivers, credentialed teachers, counselors, and administrators who carefully review the learner's progress, testing results, academics, and social-emotional needs to make a final decision that is in accordance with state law and board policies. The decision to accelerate or retain a learner is a joint decision between the learner study team (including the parent/guardian/caregiver of the learner) and the school/program director or designee. If a consensus cannot be reached, the final decision resides with the school/site director or designee according to the Board's Acceleration and Retention policy.

ASBESTOS MANAGEMENT PLAN

The School maintains and annually updates its management plan for asbestos-containing material in school buildings. For a copy of the asbestos management plan, please contact 661-722-4287.

ATTIRE

We do lots of walking, running, sitting on the carpet, art, etc. Therefore, our parents/guardians/caregivers and learners have found that loose-fitting, comfortable clothing and closed-toed sneakers or comfortable walking shoes work best at our school. Distracting clothing is discouraged and although we do not wish to limit our learners' freedoms by imposing guidelines we will contact the parent/guardian/caregivers to inform them about the inappropriate choice of clothing when necessary.

BULLYING

iLEAD Lancaster Charter School is committed to the prohibition of discrimination, harassment, intimidation, and bullying including cyberbullying on social media. Annual training will be provided to all staff who work with learners, to prevent bullying and cyberbullying. You may find a list of education web pages describing the staff training at: <https://www.cde.ca.gov/ls/ss/se/bullyres.asp> If you or your child should experience any bullying on campus, at school events, or on the way to or from school, please contact director@ileadlancaster.org or (661) 722-4287 to assist you in identifying and stopping this behavior.

CHILD ABUSE AND NEGLECT REPORTING

iLEAD Lancaster Charter School is committed to protecting all learners in its care. All employees are considered mandated reporters, required by law to report cases of child abuse and neglect whenever there is reasonable suspicion abuse or neglect has occurred. School employees may not investigate to confirm a suspicion.

All complaints must be filed through a formal report, over the telephone, in person, or in writing, with an appropriate local law enforcement agency (*i.e.*, Police or Sheriff's Department, County Probation Department, or County Welfare Department/County Child Protective Services). Both the name of the person filing the complaint and the report itself are confidential and cannot be disclosed except to authorized agencies.

CIVILITY ON SCHOOL GROUNDS

All school staff, learners, and parent/guardian/caregivers are required to be civil in all of their interpersonal school-related interactions. Civility does not require unqualified agreement or conformity of opinion. Under no circumstances will uncivil conduct at any school-related activity be tolerated. For purposes of this guidebook, to be civil means to act with self-discipline in a courteous, respectful and orderly way in every interpersonal communication and behavior. It also means that a person will treat other persons as he or she would like to be treated. Uncivil conduct includes, but is not limited to: using an inappropriately loud voice; using profane, vulgar, or obscene words or gestures; belittling, jeering, or taunting; using personal epithets; using violent or aggressive gestures or body-language; repeatedly and inappropriately interrupting another speaker; repeatedly demanding personal attention at inappropriate times; purposefully and inappropriately invading personal space; purposefully ignoring appropriate communications; wrongfully interfering with another person's freedom of movement; wrongfully invading another person's private possessions; or, any other behavior that inappropriately disrupts school-related activities. An expression of disagreement or a discussion of a controversial viewpoint is not uncivil if such expression or discussion is appropriately presented and does not disrupt a school-related activity.

Any school staff who are uncivil shall be subject to disciplinary action. Any learner that is uncivil shall be subject to disciplinary action. In the event that any learner's parent/guardian/caregiver is uncivil during a school-related activity, school staff to whom the uncivility is directed shall immediately warn the parent/guardian/caregiver to communicate or act civilly. If the parent/guardian/caregiver fails to correct the uncivil behavior as directed, the affected school staff shall notify the parent/guardian/caregiver that the school activity is terminated, and the affected school staff shall refer the matter to the school director or designee for further administrative or legal action, which may include, but may not be limited to, a prohibition from any further participation in school-related activities.

Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and shall be punished by a fine of not more than five hundred dollars (\$500). It is unlawful for any person, except a parent/guardian/caregiver acting toward their minor child, to intentionally or to attempt to injure, intimidate, interfere by force, threat of force, physical obstruction, or nonviolent physical obstruction with any person attempting to enter or exit any public or private school grounds.

COMPLAINT PROCEDURE

It is always our intent to resolve concerns in the simplest manner for all. If a parent/guardian/caregiver has a classroom concern, it is expected that they will try to resolve the concern with the classroom facilitator. If the concern is not resolved, please bring your concern to the school administration. Every effort will be made to find a fair resolution through a personal conference or a meeting between the parties involved.

CUSTODY ISSUES AND EDUCATIONAL RIGHTS

Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent/guardian/caregiver access to their child and/or school records. The only exception is when signed restraining orders or proper divorce papers, specifically stating visitation limitations, are on file in the school office. Any learner release situation which leaves the learner's welfare in question will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted and an officer requested to intervene. Parents/Guardians/Caregivers are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the custodial parent/guardian/caregiver when a parent/guardian/caregiver or any other person not listed on the emergency card attempts to pick up a child.

DIRECTORY INFORMATION - ANNUAL NOTIFICATION

The primary purpose of directory information is to allow the school to include this type of information from your child's education records in certain school publications. "Directory Information" includes one or more of the following items: learner's name, address, telephone number, e-mail address, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent public or private school attended by the learner. The Family Educational Rights and Privacy Act (FERPA) and Education Code 49073 permits schools to disclose appropriately designated "directory information" without written consent, unless you have advised the school that you do not want your learner's directory information disclosed without your prior written consent. If you do not wish to have any directory information released to any individual or organization please contact registrar@ileadlanaster.org.

No information may be released to private profit-making entities, other than employers, prospective employers and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations. Unless the school is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, the school shall notify parent/guardian/caregivers and eligible learners—and receive their written consent—before it releases a learner's personally identifiable information. The school will not release information to third parties for immigration enforcement purposes, except as required by law or court order.

The deadline to opt out of directory information sharing is no less than 2 weeks after enrollment. Directory information regarding learners identified as experiencing homelessness shall not be released, unless a parent/guardian/caregiver, or eligible learner, has provided written consent that directory information may be released.

Exception to this practice: *A learner experiencing homelessness may be automatically included in directory information only to facilitate free oral and vision health screenings. If a parent/guardian/caregiver or unaccompanied youth is not interested in their student's information being shared for free oral and vision health screening, the parent/guardian/caregiver or unaccompanied youth must provide written notification that they do not consent to this release.*

Note: A school, district, the CDE, or any party that is authorized to receive personally identifiable information from education records may release the records or information without the required written consent if all personally identifiable information has been removed. Authorized parties must make a reasonable determination that a learner's identity is not personally identifiable, considering single or multiple releases and taking into account other reasonably available information. This determination must be made before releasing individual or summary learner information.

DISEASE PREVENTION STRATEGIES

The following procedures should be followed to promote everyday disease prevention strategies according to the Department of Education (<https://www.ed.gov/coronavirus>):

- If you are sick or feeling unwell, stay home.
- Avoid close contact with those who are already sick.
- Cover your nose and mouth when coughing or sneezing with a tissue or the crook of your arm.
- Wash your hands often with soap and water.
- Avoid touching eyes, nose, or mouth.

DRUG AND ALCOHOL/TOBACCO PREVENTION

iLEAD Lancaster Charter School functions as a drug, alcohol, and tobacco free workplace.

ELECTRONIC LISTENING OR RECORDING DEVICE

The use by any person, including a learner of any electronic listening or recording device in any classroom without the prior consent of the facilitator and the school director is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the learner willfully in violation shall be guilty of a misdemeanor. Any learner in violation shall be subject to appropriate disciplinary action.

EMERGENCY AND HEALTH PROCEDURES

EMERGENCY MEDICAL AUTHORIZATION

Each parent/guardian/caregiver is asked to complete the Emergency Medical Authorization portion of the Enrollment/Information Form and Emergency Contact Information. These forms will include the necessary information the school must have should an emergency arise. It is extremely important that the authorization and Emergency Contact Information be fully completed. If there are any updates to the Emergency Medical Authorization during the year, email [Request for Medication to Be Taken at School](#)

LEARNER MEDICATIONS ASSISTANCE

If your learner requires emergency or other medications (such as an inhaler, epi-pen, or oral medication), it must be prescribed by a doctor and will be kept in a locked compartment in the front office. A

parent/guardian/caregiver or guardian must complete a Request for Assistance Concerning Learner Medications form prior to the learner attending classes at iLEAD Lancaster Charter School. This form is available in the front office or on the iLEAD Lancaster Charter School website at: [Form for Medication](#)

CONFIDENTIALITY OF MEDICAL INFORMATION ACT

School linked service coordinators will have access to health care information which complies with federal health insurance requirements. The coordinator must be credentialed and serve with confidentiality requirements per licensed school nurses, marriage and family therapists, educational psychologists, and clinical counselors.

EMERGENCY TREATMENT FOR ANAPHYLAXIS

Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex or exercise. Symptoms include narrowing of the airways, rashes or hives, nausea or vomiting, a weak pulse and dizziness. It is estimated that approximately 25% of the anaphylactic reactions occur during school hours to learners who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives. Recent changes to EC 49414 now require schools to provide epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors for any learner who may be experiencing anaphylaxis, regardless of known history.

EMERGENCY MEDICAL CARE: EPINEPHRINE AUTO-INJECTORS

EC 49414 requires schools to provide epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors for any learner who may be experiencing anaphylaxis, regardless of known history. Emergency epinephrine auto-injectors must be stored in an accessible location along with a copy of written training material upon need for emergency use. Notice of location must be publicly posted.

ORAL HEALTH ASSESSMENT

Record of a dental assessment done by a dental professional is required for all kindergarteners and first graders attending public school for the first time. Dental assessments must be completed in the 12 months prior to entry or by May 31st of the learner's first school year.

HEALTH CARE COVERAGE

Your child and family may be eligible for free or low-cost health coverage. For information about health care coverage options and enrollment assistance, go to www.CoveredCA.com.

DIABETES TYPE 1

Our school is committed to the health of our learners. Diabetes is a health condition characterized by elevated levels of blood glucose. Over time glucose can reach dangerously high levels in the blood, which is called hyperglycemia. Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life-threatening complication of diabetes. Diabetes Type 1 results when the pancreas produces little to no insulin. The exact cause is unknown, but thought to be autoimmune in nature. The condition typically

appears in childhood however, it can develop at any age. To find out more information please contact amy.silva@ileadcalifornia.org or can be found here: <https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp>

IMMUNIZATIONS

Learners must be immunized against certain communicable diseases. Learners are prohibited from attending school unless immunization requirements are met for age and grade. The school shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. The school may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any learner whose parent/guardian/caregivers have consented in writing. Beginning January 1, 2016, parent/guardian/caregivers of learners in any school will no longer be allowed to submit a personal beliefs exemption to a currently required vaccine. A personal beliefs exemption on file at school prior to January 1, 2016 will continue to be valid until the learner enters the next grade span at kindergarten (including transitional kindergarten) or 7th grade.

Learners are not required to have immunizations if they attend a home-based private school or an independent study program and do not receive classroom-based instruction. However, parent/guardian/caregivers must continue to provide immunizations records for these learners to their schools. The immunization requirements do not prohibit learners from accessing special education and related services required by their individualized education programs.

A learner not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases described above.

IMMUNIZATIONS: HPV: CANCER PREVENTION

iLEAD Lancaster Charter School believes in the health and safety of every learner. Learners in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school. Per HSC 120336, "HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks."

MENSTRUAL PRODUCTS

iLEAD Lancaster Charter Schools supports period equity and now provides free and accessible menstrual products, in all women's restrooms and all-gender restrooms, and in at least one men's restroom at schools serving grades 3 to 12. Notice of this service is required to be posted in a prominent and conspicuous location in every restroom where menstrual products, available and accessible, free of cost, are required to be stocked. The posted notice will contain the name, email and phone of the person responsible for maintaining this supply at this school site.

PHYSICAL EXAMINATION

A parent/guardian/caregiver may file annually with the school director a written statement, signed by the parent/guardian/caregiver, withholding consent to a physical examination of the learner. However, whenever there is good reason to believe that the learner is suffering from a recognized contagious or infectious disease, the learner shall be sent home and shall not be permitted to return until school authorities are satisfied that the contagious or infectious disease no longer exists.

LEARNER SAFETY: PARENTAL NOTIFICATION: SYNTHETIC DRUGS

Our school is committed to the safety of all our learners. Although the long-term effects of many synthetic drugs on physical and mental health are not yet known, immediate effects on a learner's education, family, and life could be long-lasting. A synthetic drug is a drug not prescribed by a physician. They have properties and effects similar to a known hallucinogen or narcotic but with a slightly altered chemical structure created to evade existing restrictions against illegal substances.

These drugs may include synthetic cannabinoids, methamphetamines, bath salts, and often fentanyl. Illicit fentanyl is 50 times more potent than heroin. It is now commonly found in counterfeit prescription pills sold on the internet, including social media platforms, making them available to anyone including minors. The Drug Enforcement Agency reports that 50% of pills confiscated contain enough fentanyl to be lethal. Fentanyl is odorless, tasteless and colorless making it difficult to determine if pills or other substances have been altered with it. Avoiding drug use is the surest way to prevent an overdose. The only safe medications are ones that are prescribed from licensed and accredited medical professionals. In addition, various social media platforms may be used to market and sell synthetic drugs, such as fentanyl. Additional information regarding fentanyl is available from the CDPH's Substance and Addition Prevention Branch.

<https://www.cdph.ca.gov/Programs/CCDPHP/sapb/Pages/Fentanyl.aspx>

OPIOID OVERDOSE PREVENTION

The current opioid crisis continues to take and threaten lives daily. In an effort to combat a possible opioid overdose during school hours or activities, iLEAD Lancaster Charter Schools will now allow learners in grades 7-8 to carry fentanyl test strips and federally approved opioid antagonists, such as naloxone (Narcan), while on school premises. (SB 997). Please reach out to the school office with any questions.

SUDDEN CARDIAC ARREST (SCA)

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA is not a heart attack; it is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure. SCA is more likely to occur during exercise or sports activity, so athletes are at greater risk. These symptoms can be unclear and confusing in athletes. Often, people confuse these warning signs with physical exhaustion. If not properly treated within minutes, SCA is fatal in 92 percent of cases. In a school district, charter school, or private school that elects to conduct athletic activities, the athletic director, coach, athletic trainer, or authorized person must remove from participation a learner who passes out or faints, or who is known to have passed out or fainted, while participating in or immediately following an athletic activity. A learner who exhibits any of the other symptoms of SCA during an athletic activity may be removed from participation if the athletic trainer or

authorized person reasonably believes that the symptoms are cardiac related. A learner who is removed from play may not return to that activity until they are evaluated by, and receive written clearance from, a physician or surgeon. On a yearly basis, an acknowledgement of receipt and review of information regarding SCA must be signed and returned by the learner and the learner's parent/guardian/caregiver before a learner participates in specific types of athletic activities which generally does not apply to those conducted during the regular school day or as part of a physical education course.

MEDICAL OR HOSPITAL SERVICE

The school does not provide or make available medical and hospital services for learners who are injured in accidents related to school activity or attendance.

EMERGENCY PROCEDURES

DRILLS

Emergency drills, such as earthquake and fire drills are conducted during the school year. Drills are serious practice so that everyone will be prepared should an emergency occur. Procedures are reviewed with all staff who teach them to learners.

If an emergency occurs during regular school hours, learners will be directed by their facilitator to follow emergency procedures for the specific event. If an emergency occurs when the learners are not on-site, learners will be directed to the supervising aid, parent/guardian/caregiver volunteer or other school staff member. These supervisors will call iLEAD Lancaster Charter School to provide an update and next steps.

ACTUAL EMERGENCY

If an emergency extends beyond the end of the school day, learners will not be released until it has been determined that it is safe to do so. In the case of an emergency, parent/guardian/caregivers or an emergency contact are expected to sign learners out, regardless of grade.

If damage is extensive, we ask that you park your car away from the valet areas and walk to the designated location to pick up your child. It is important to keep any lanes open for emergency vehicles only.

When you arrive at the school, an emergency response team (made up of public servants, staff and volunteers) will direct you to the appropriate check out area to sign out your child. If the school building is not considered safe, learners will be congregated in the parking lot away from all buildings. A phone message will be sent to your primary phone number with directions on where to pick up your child. Please do not leave the school.

SCHOOL SAFETY PLAN

A Comprehensive School Site Safety Plan has been adopted at iLEAD Lancaster Charter School, which includes a plan for disaster preparedness, emergency procedures and assessment and response to

reports of dangerous, violent, or unlawful activities conducted or threatened to be conducted at school, a school activity or on a school bus. Fire and emergency and active shooter drills are held periodically at each school. This plan is available upon request from the school office.

FACILITATOR QUALIFICATIONS

Parent/Guardian/Caregivers may request the following regarding their child's facilitator(s):

- Licensure and certification information
- Emergency or provisional teaching certificate
- Educational background
- Qualifications of Instructional Aides (if applicable)

To request this information, please contact Amanda Rickart at amanda.rickart@ileadcalifornia.org

FIELD STUDIES

Throughout the school year, learners will take many trips, often planned through facilitator and parent/guardian/caregiver collaboration. These trips are a part of iLEAD Lancaster Charter School's project-based curriculum and may include walking trips, trips by private or school vehicles, and buses. Participation is a vital part of the learning process and is strongly encouraged.

A walking field trip permission slip is completed as part of the enrollment packet. Signing the form indicates you have granted your child permission to participate in iLEAD Lancaster Charter School's ongoing walking field trip program throughout the school year. Facilitators will not send home trip slips for each individual walking field trip.

Field Trip Permission Slips will be required for all non-walking field trips. Learners must have a permission slip on file in order to participate in a field trip.

Approved volunteers* are encouraged to accompany your child's class on a field trip, please let the facilitator know in advance. We appreciate all volunteers for trips. *See Family Expectations for information on the volunteer process.

FOSTER YOUTH

Learners supervised by the Department of Children and Family Services (DCFS) and placed in licensed foster homes, Short-Term Residential Therapeutic Programs [STRTP, (formerly referred to as group homes), with relatives, or residing with biological parent(s) have additional rights and enrollment protections that promote school stability. Learners who are the subject of a DCFS voluntary placement agreement or Department of Probation (in certain circumstances) are also included within the definition of learners in foster care. In addition, a dependent child of the court of an Indian tribe, consortium or tribes, or tribal organization is afforded the same guarantee of rights as the foster children identified through the county court systems.

Each school is required to designate a staff person as an educational liaison for foster children to ensure that foster your are:

- Entitled to stable school placements in the least restrictive education programs, with access to academic resources, services, and extracurricular activities that are available to all learners. This includes the right to remain in the school of origin and the right to matriculate with their peers.
- Learners in foster care must be immediately enrolled in school regardless of the availability of school records, immunization records, school uniforms, or the existence of fines from a previous school. Educators, school personnel, social workers, probation officers, caregivers, and other interested parties shall work together to serve the educational needs of learners in foster care.
- Proper and timely transfer between schools. This includes the coordination between the local educational agency and the county placing agency, and the transfer of educational information and records of the foster youth to the next educational placement.
- Learners in foster care have the right to attend their school of origin and, if applicable, matriculate in the secondary school in the same attendance area even when the learner is placed with a family who resides in a different attendance area. The school district serving the learner in foster care shall allow the youth to continue their education in the school of origin while the learner is identified as a foster youth. If the jurisdiction of the court terminates prior to the end of an academic year, the learner in foster care shall be allowed to continue their education in the school of origin for the duration of the academic school year, unless the learner attends high school as they have the right to attend until they graduate.
- If a dispute arises over school selection or enrollment, the school must immediately enroll the learner in the school where enrollment is sought. During the Dispute Resolution process, the learner is to maintain enrollment in the school sought pending the final resolution of the dispute.
- No lowering of grades if the foster youth is absent from school due to a decision by a court or placing agency to change their placement, or due to a verified court appearance or related court ordered activity.
- Issuance and acceptance of partial credits for courses that have been satisfactorily completed by the foster youth. The foster youth shall not be required to retake the portion of the course already completed unless it has been determined that he or she is reasonably able to complete the requirements in time to graduate from high school.
- Not required to retake a course the learner has satisfactorily completed.
- Learners in foster care may qualify for an exemption from local graduation requirements. Designated school staff shall notify learners and their parent/legal guardian of their eligibility to be exempt from coursework and other requirements adopted by the school in addition to the statewide coursework requirements. To qualify the learner must be in foster care and have transferred schools after what would have been their second year of high school, the learner cannot reasonably complete the additional graduation requirements within four (4) years, and the educational rights holder must determine that the graduation exemption is in the learner's best interest. If these criteria are satisfied, the learner may be offered the exemption to complete the state graduation requirements of 130 credits in specific course work within the four years and be offered a fifth year if needed.
- Once a learner is found eligible for this exemption, their eligibility continues even if the learner's foster care case closes or the learner transfers to another school. It is unlawful for a school, learner, educational rights holder, social worker, or probation officer to request or require a school transfer for the purpose of making a learner eligible for an exemption from local requirements
- Parents/legal guardians, foster caregivers, social workers and/or probation officers should notify the school district as soon as they become aware that a learner is changing school placements so

that partial credits may be calculated, if applicable, and school records can be transferred in a timely manner. For learners experiencing a change in residence, a Best Interest Determination meeting should be held with the educational rights holder to determine whether the learner will remain in the school of origin and if transportation is needed.

- If a learner in foster care is issued a suspension (including in-school suspension), recommended for expulsion, scheduled for a manifestation determination meeting, or involuntarily transferred to a continuation school, notification must be made to the foster child's attorney and social worker, and, for the child's tribal social worker, if applicable, and county social worker. Attorneys and social workers have the same rights as parents during these processes, such as requests for meetings and the ability to inspect all documents.
- If these rights are not followed, a complaint of noncompliance may be filed with the local educational agency under the Uniform Complaint Procedures..

For information regarding the right of foster youth, contact:
Kammy Bell at kammy.bell@ileadlanaster.org or 661- 722-4287.

GUN-FREE SCHOOL ZONE ACT

California prohibits any person from possessing a firearm on, or within 1,000 feet from, the grounds of a public or private school, unless it is with the written permission of the school Director.. This does not apply to law enforcement officers, any active or honorably retired peace officers, members of the military forces of California or the United States, or armored vehicle guards engaged in the performance of, or acting in the scope of, their duties. A person may also be in possession of a firearm on school grounds if the firearm is unloaded and in a locked container or within the locked trunk of a motor vehicle. A violation of this law is punishable by imprisonment in a county jail for up to six months, a fine of up to \$1,000, or both imprisonment and fine.

GUN SAFETY

This is a reminder that firearms are to be safely stored away from children and teens. The accidental shooting of children and youth is the third leading cause of death, following accidents and suicide. California public schools are mandated to remind families to keep their home safe from such potential dangers. If there is a threat or perceived threat, then the public schools will cooperate with local law enforcement to conduct an immediate threat assessment.

HARASSMENT, DISCRIMINATION, INTIMIDATION AND BULLYING PREVENTION WITH THE SAFE PLACE TO LEARN ACT

iLEAD Lancaster Charter School is committed to maintaining a learning environment that is free from bullying, discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity of school attendance occurring within any school under our jurisdiction. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any learner who engages in acts of discrimination,

harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion.

The school provides specific guidance and a list of statewide resources aimed at preventing teen dating violence. This guidance is designed to improve learner safety and strengthen connections between learners and supportive adults. Resources can be accessed on our website at ileadlancaster.org

The school has adopted a Uniform Complaint Procedure (UCP) to address complaints of discrimination or bullying. School personnel who witness an act of discrimination or bullying must take immediate steps to intervene when it is safe to do so. Incidents of racial discrimination or harassment at athletic events must be reported using the standardized form available at ileadlancaster.org.

To report an incident and/or to receive a copy of the school's antidiscrimination, anti-harassment, anti-intimidation, and anti-bullying policies, please contact the school office at (661) 722-4287.

Effective July 1, 2026, our campus maintains at least one all-gender restroom that is unlocked and available to all learners during school hours.

HARM OR DESTRUCTION OF ANIMALS

Any learner with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform their facilitator of the objection. Objections must be substantiated by a note from the learner's parent/guardian/caregiver.

A learner who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the facilitator believes that an adequate alternative education project is possible. The facilitator may work with the learner to develop and agree upon an alternative education project so that the learner may obtain the knowledge, information, or experience required by the course of study in question.

HOMELESS YOUTH

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all school-age children experiencing homelessness to access to the same free and appropriate public education provided to learners who have permanent housing.

Every School is required to appoint a homeless liaison to ensure parents and learners experiencing homelessness are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

A learner experiencing homelessness is defined as an individual who lacks a fixed, regular, and adequate nighttime residence who may live:

- In an emergency or transitional shelter;
- In substandard housing, car, garage, or other places not designed as a regular sleeping accommodation for human beings
- In another family's house or apartment due to a loss of housing or as a result of economic hardship (doubled or tripled-up);

- In a hotel or motel as a result of economic hardship;
- Temporarily in a trailer, recreational vehicle (RV), motor home, or campsite;
- Temporarily with an adult who is not their parent/legal guardian, known as an unaccompanied youth experiencing homelessness.

Unaccompanied youth, such as teen parents not living with their parent/legal guardian or learners that have run away or have been pushed out of their homes, have access to these same rights.

The Student Housing Questionnaire (SHQ) is distributed annually at the beginning of each school year by all schools along with other required enrollment/registration forms to all learners. The SHQ allows parents/legal guardians, unaccompanied youth, or caregivers to self-identify their current living situation. At any time during the school year, learners, parents/legal guardians, or caregivers may use the SHQ to self-identify. The SHQ shall be available in the primary language of the family. A paper version needs to be provided, upon request. The SHQ must include information on the educational rights for learners experiencing homelessness.

Learners experiencing homelessness are expected to attend school regularly and have the right to:

- Immediate enrollment in school of origin or school where currently residing without proof of residency, immunization records or tuberculosis skin-test results, school records, or legal guardianship papers. It is the responsibility of the enrolling school to request all necessary documents from the previous school(s).
- Education and other services (e.g., to participate fully in all school activities and programs for which a learner is eligible, to qualify automatically for nutrition programs, to receive transportation services, and to contact liaison to resolve disputes that arise during enrollment).
- Be notified of the possibility of graduating within four years with reduced state requirements, and the ability to remain for a fifth year to graduate with reduced state or full LEA requirements, if the learner experiencing homelessness transferred after the second year of high school, is credit deficient, and will not be able to graduate on time with local district requirements.
- For the district to accept and issue partial credits for courses that have been satisfactorily completed by the learner experiencing homelessness.
- Enrollment protections that promote school stability, including the right to attend their school of origin and, if applicable, matriculate to the secondary school in the same attendance area even if they no longer live within the attendance boundaries of those schools.
- Learners experiencing homelessness have the right to attend their school of residence or their school of origin, which includes the school at which the youth was last enrolled or that the learner attended in the last 15 months to which they have a connection.
- At the request of the parent/legal guardian, unaccompanied youth, or caregiver, the LEA shall ensure that transportation is provided as appropriate and feasible to and from the school of origin.
- Refer parents/legal guardians and unaccompanied youth to applicable programs and services. Referrals may include but are not limited to community-based organizations, special education services, tutoring, preschool programs, before and after school enrichment programs, and any other appropriate educationally related services.

If a dispute arises over school selection or enrollment, the school must immediately enroll the learner in the school where enrollment is sought. During the Dispute Resolution process, the learner is to maintain

enrollment in the school sought pending the final resolution of the dispute. For further information on the Dispute Resolution process, please contact Kammy Bell kammy.bell@ileadlancaster.org.

Learners experiencing homelessness may qualify for an exemption from local graduation requirements. Designated school staff shall notify learners and their parent/legal guardian of their eligibility to be exempt from coursework and other requirements adopted by the school in addition to the statewide coursework requirements. To qualify the learner must be identified as experiencing homelessness, have transferred schools after what would have been their second year of high school, the learner cannot reasonably complete the additional graduation requirements within four (4) years, and the educational rights holder (or unaccompanied youth) must determine that the graduation exemption is in the learner's best interest. If these criteria are satisfied, the learner may be offered the exemption to complete the state graduation requirements of 130 credits in specific course work within the four years and be offered a fifth year if needed.

Once a learner is found eligible for this exemption, their eligibility continues even if the learner's homeless status changes or the learner transfers to another school. It is unlawful for a school, learner, or educational rights holder to request or require a school transfer for the purpose of making a learner eligible for an exemption from local requirements.

Learners experiencing homelessness shall be issued partial or full credits for coursework completed while attending another school. The Homeless Liaison must be notified if a learner experiencing homelessness is referred for expulsion for a discretionary act and invited to any IEP meetings where a manifestation determination is to be made.

For further information on the rights of learners experiencing homelessness, please contact Kammy Bell kammy.bell@ileadlancaster.org.

HUMAN TRAFFICKING

iLEAD Lancaster Charter School is committed to maintaining a safe and supportive learning environment for all learners. California law requires schools to provide age^{OBJ}appropriate instruction and information designed to prevent human trafficking, including sexual exploitation and labor trafficking.

Age-appropriate human trafficking prevention information may be provided to learners as part of health education, safety instruction, or other school-based programs. Instruction is designed to help learners recognize unsafe or exploitative situations, understand how traffickers may target or recruit youth, develop strategies to seek help from trusted adults and know how to access local and national support resources.

Learners and families are encouraged to report concerns related to human trafficking, exploitation, or unsafe situations. Support and resources include:

- School staff, including administrators, counselors, or teachers
- Local law enforcement or child welfare agencies, if there is immediate danger

- Connecting to the National Human Trafficking Hotline by calling 1-888-373-7888, Text “HELP” or “INFO” to 233733 or online at <https://humantraffickinghotline.org>

Reports to the hotline may be made confidentially, and support is available 24 hours a day.

IMMIGRATION ENFORCEMENT: SCHOOL NOTIFICATION AND EDUCATION

All learners in iLEAD Lancaster Charter School have a right to a free public education, regardless of their immigration status, or the immigration status of their parents/guardian/caregivers. This school district will not deny enrollment to any child based on immigration status. For more information, please review the school's Immigration policy found here:

<https://ileadschools.org/board/ilead-lancaster/taxonomy/board-policies/>

LEARNER FEES

iLEAD Lancaster Charter School is a tuition-free public school and does not have any mandated fees.

LEARNER RECORDS

A cumulative record, whether recorded by handwriting, print, or other means, must be maintained on the history of a learner's development and educational progress. The School will protect the privacy of such records. Parents/Guardians/Caregivers have the right to 1) inspect and review the learner's educational record maintained by the school, 2) request that a school correct records which they believe to be inaccurate or misleading, and 3) have some control over the disclosure of information from educational records. School officials with legitimate educational interests may access learner records without parental/guardian/caregiver consent as long as the official needs to review the records in order to fulfill their professional responsibility. Upon request from officials of another school district in which a learner seeks or intends to enroll, the school shall disclose educational records without parental/guardian/caregiver consent.

A parent/guardian/caregiver's request to access their learner's educational records must be submitted in a written form to registrar@ileadlancaster.org and the school will have up to forty-five (45) business days from the day of receipt of the request to provide access to the records. Copies of learner records are available to parent/guardian/caregivers for a fee of per page.

Any challenge to school records must be submitted in writing to registrar@ileadlancaster.org. A parent/guardian/caregiver challenging school records must show that the records are 1) inaccurate, 2) an unsubstantiated personal conclusion or inference, 3) a conclusion or inference outside the observer's area of competence, 4) not based on the personal observation of a named person with the time and place of the observation noted, 5) misleading, or 6) in violation of the privacy or other rights of the learner.

FERPA: The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of learner education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents/guardians/caregivers certain rights with respect to their children's education

records.

For more information on FERPA, visit the U.S. Department of Education's website at:
<https://studentprivacy.ed.gov/>

Educational Rights for Adult Learners: Once a learner turns 18, the learner has the legal ability to be the sole educational decision maker for themselves. Nothing prevents an educational agency or institution from disclosing education records, or personally identifiable information from education records, to a parent/guardian/caregiver without the prior written consent of an eligible learner if the disclosure meets the condition. (e.g. if learners are dependents of the parent/guardian/caregivers under IRS tax codes or for a health or safety emergency). Please reach out to registrar@ileadlancaster.org to request all educational rights to be transferred to the learner as an adult learner.

Learner Records Obtained from Social Media: The school may gather information in the forms of video, photograph, blog, texts, and emails, to maintain school and learner safety. All social media information gathered will be destroyed within one year after the learner turns 18 years or older one year after the learner is no longer enrolled, whichever comes first.

Right to File a Complaint

Parent/guardian/caregiver/eligible learners may file a complaint with the Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.
More info: <https://studentprivacy.ed.gov/>

LOCAL CONTROL FUNDING FORMULA (LCFF) & LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

The school's LCAP is available for viewing on our website and is updated annually.

MENTAL HEALTH AND SUICIDE PREVENTION POLICY

The Governing Board recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to reduce suicidal behavior and its impact on learners and families, the Director(s) or designee have developed preventive strategies, intervention and postvention procedures. The purpose of this policy is to protect the health and well-being of all learners by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide.

In order to initiate access to available learner mental health services, you may contact the following mental health provider: Claudia Garcia at 661-722-4287. Our school will notify parents/guardians/caregivers at least twice per year. This is one time through our Annual Notifications, we will also notify you again a second time each school year, by the following means: Back to School August-September and Learner Led Conferences April-June.

A minor who is 12 years of age or older may consent to mental health treatment or counseling services if the minor is mature enough to participate intelligently in the outpatient services or counseling services. The professional person treating or counseling the minor is required to consult with the minor

before determining whether involvement of the minor's parent/guardian/caregiver would be inappropriate. These service providers can bill Medi-Cal as appropriate.

PESTICIDE USE

iLEAD Lancaster Charter Schools may utilize outside companies to control pests. If, in any given situation, non-chemical methods of pest management are ineffective and it is deemed necessary to use a pesticide during the school year, the area of application will be placarded in advance, as required by law. Parent/Guardian/Caregivers who wish to be personally notified of any pesticide applied at an iLEAD location, please contact the office.

PROPERTY DAMAGE

Parent/Guardian/Caregivers may be held financially liable if their child willfully damages school property or fails to return school property loaned to the child. The school may further withhold the grades, diploma, and transcript of the learner until restitution is paid.

RESIDENCY

A learner may alternatively comply with the residency requirements for school attendance in a school district, if he or she is any of the following: placed in a foster home or licensed children's institution within the boundaries of the school district; a learner who is placed in foster care may remain in their school of origin; an emancipated learner who resides within the boundaries of the school district; a learner who lives in the home of a caregiving adult that is located within the boundaries of the school district; a learner residing in a state hospital located within the boundaries of the school district; or a learner whose parent is transferred or is pending transfer to a military installation within the state while on active military duty pursuant to an official military order. Learners in military and migrant families may remain in their school of origin and shall have waived residency restrictions due to the frequency of movement of their families. Please contact **Wendi Miranda** Registrar@ileaslancaster.org for more information on the protections afforded to these learner groups per California law.

SCHOOL ACCOUNTABILITY REPORT CARD

The school SARC is available for viewing on <http://sarconline.org> and is updated annually.

SERVICES TO DISABLED LEARNERS

If a parent/guardian/caregiver has reason to believe their learner has a disability requiring special services or accommodations, contact the learner's facilitator. The learner will be evaluated to determine whether they are eligible for free special or modified instruction or services. The school has policies guiding procedures for identification and referral. Learners identified with special needs will receive a Free Appropriate Public Education (FAPE) in the least restrictive environment. Certain special education services can only be provided while the learner is in the state of California. Please contact the case manager or school office if you will be out of state.

CHILD FIND SYSTEM

Under state law, each public school system is responsible for finding children with disabilities in its area. All learners with disabilities are entitled to a Free Appropriate Public Education (FAPE) designed to meet their individual educational needs. Special education and related services are provided at no cost to

parent/guardian/caregivers and are based on an Individualized Education Program (IEP) developed by a team that includes the parent/guardian/caregiver.

The school has an obligation to identify, locate, and evaluate learners who may have disabilities and who may be in need of special education and related services. Parent/Guardian/Caregivers may request an assessment at any time by submitting a written request to the school.

If a learner is found eligible for special education, an IEP meeting will be held to develop an individualized plan. Parent/Guardian/Caregivers are members of the IEP team and have the right to: participate in IEP meetings, receive notice of meetings, provide input regarding their learners educational needs and consent to or decline proposed services, as permitted by law

Learners with disabilities are educated in the least restrictive environment (LRE) appropriate to their needs and, to the maximum extent appropriate, with peers who do not have disabilities. Services and supports are determined by the IEP team and are based on the learner's unique needs

A copy of the Special Education Procedural Safeguards Notice is provided at required times and is available upon request.

Parental/Guardian/Caretaker consent is required before an initial special education assessment is conducted or special education services are provided for the first time. Consent may be withdrawn in writing, consistent with applicable law.

When a learner with an IEP reaches 18 years of age, educational decision-making rights transfer to the learner unless a legal exception applies. Parent/Guardian/Caretakers will be notified prior to this transfer of rights when a learner with an IEP reaches 18 years of age, educational decision-making rights transfer to the learner unless a legal exception applies. Parent/Guardian/Caretakers will be notified prior to this transfer of rights.

INSTRUCTION FOR LEARNERS WITH TEMPORARY DISABILITIES

A learner with a temporary disability which makes attendance in the regular day classes or the alternative educational program in which the learner is enrolled impossible or inadvisable may receive individualized instruction provided through independent study, as outlined in the independent study policy. Please contact registrar@ileadlancaster.org for further information. Charter schools are not allowed to provide Home Hospital.

A learner with a temporary disability, who is in a hospital or other residential health facility, excluding a state hospital, may be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located. It is the responsibility of the parent/guardian/caregiver to notify the school district in which the hospital or other residential health facility is located of the presence of a learner with a temporary disability. Upon receipt of the notification, the district will within five working days determine whether the learner will be able to receive individualized instruction pursuant to EC 48206.3 and, if so, provide the instruction within five working days or less.

A learner with a temporary disability may remain enrolled in the district of residence or charter school and may attend regular classes when not confined to the hospital setting, the total days of instruction may not exceed the maximum of five days with both school settings and attendance may not be duplicated. If necessary, the district of residence may provide instruction in the home for the days not receiving instruction in the hospital setting, depending upon the temporary doctor orders. The supervisor of attendance shall ensure that absences from the regular school program are excused until the learner is able to return to the regular school program. An honorary high school diploma which is clearly distinguishable from the regular diploma of graduation may be awarded to a learner who is terminally ill, from the resident governing school board, a county office of education or a charter school.

SEXUAL HARASSEMENT

iLEAD Lancaster Charter School is committed to maintaining a learning and working environment that is free from sexual harassment. Any learner who engages in sexual harassment of anyone in or from the school may be subject to disciplinary action up to and including expulsion. The school strongly encourages any learner who feels that they are being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another learner or adult to immediately contact their facilitator, the director, or any school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the director. Once notified the director or designee shall take the steps to investigate and address the allegation.

Any employee who permits, engages in, or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. For a copy of the school's sexual harassment policy or to report incidences of sexual harassment, please contact the school office at: (661) 722-4287.

SURVEYS

Our school will not use tests, questionnaires, surveys or examinations containing any questions about the learner's personal beliefs or practices in sex, family life, morality, and religion, unless the parent/guardian/caregiver is notified in writing that the test, questionnaire, survey, or examination is to be administered and the parent/guardian/caregiver consents in writing.

TITLE IX POLICY

Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Specifically, Title IX protects male and female learners and employees, as well as transgender learner and learner who do not conform to sex stereotypes, against discrimination based on sex, including sexual harassment. California law also prohibits discrimination based on gender, gender expression, gender identity, and sexual orientation. Under Title IX, learners may not be discriminated against based on their parent/guardian/caregiver, family, or marital status, and pregnant and parenting learners may not be excluded from participating in any educational program, including extracurricular activities, for which they qualify. For more information about Title IX, or how to file a complaint of noncompliance with Title IX, contact: iLEAD Lancaster Director at safetyfirst@ileadlancaster.org.

UNIFORM COMPLAINT POLICY AND PROCEDURE (UCP) - ANNUAL NOTIFICATION

iLEAD Lancaster Charter School has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The school shall investigate via the Uniform Complaint Procedures (UCP) alleging failure to comply with those laws and regulations including, but not limited to allegations of discrimination, harassment, intimidation, or bullying against any protected group or noncompliance with laws relating to all programs and activities implemented by the school that are subject to UCP as cited below. The school shall seek to resolve at the local level those complaints in accordance with the UCP set forth in the California Code of Regulations, Title 5, Sections 4600-4695, and the policies and procedures of the school.

Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying. The district prohibits retaliation against any person who files a complaint or participates in an investigation

The Uniform Complaint Procedures (UCP) complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging learner fees for participation in an educational activity or non-compliance. The person who receives the complaint shall respond to the parent/guardian/caregiver in writing within 60 days. The parent/guardian/caregiver may appeal to CDE within 30 days if not in agreement with the final report. As laws change, guidebooks will be updated. Please contact director@ileadlancaster.org (661) 722-4287 if you would like more information on how to file a complaint with the school, prior to appealing to the CDE. For more information you may go to the CDE website: <https://www.cde.ca.gov/re/cp/uc/ucpmonitoring.asp>

WILLIAMS COMPLAINT POLICY & PROCEDURES

Every school must provide sufficient instructional materials. Every learner, including English learners, must have instructional materials to use at home or after school. School facilities must be clean, safe, and maintained in good repair. There should be no facilitator vacancies or misassignments. If a school is found to have deficiencies in these areas, and the school does not take corrective action, then a UCP complaint form may be obtained at:

<https://ileadschools.org/board/ilead-lancaster/taxonomy/board-policies/>

Parent/Guardian/Caregivers, learners, facilitators or any member of the public may submit a complaint regarding these issues. However, it is highly encouraged that individuals express their concerns to the school director before completing the complaint forms to allow the school to respond to these concerns.

SECTION 8:

COMMUNICATION

COMMUNICATION METHODS

WEBSITE

The best way to keep updated with current events and activities at iLEAD Lancaster Charter SCHOOLS is via the website: www.ileadlancaster.org

MONDAY MESSAGE

Each Monday, school information and reminders are sent home via the Monday Message. You can sign up using a link on the iLEAD Lancaster Charter School website homepage www.ileadlancaster.org

SOCIAL MEDIA

You can follow our journey at www.facebook.com/ilead.lancaster

CLASS NEWSLETTERS/WEBSITE

Most facilitators/grade level teams have an informational website. Your learner's facilitator will provide this website information at Meet the Facilitator Night.

PHONE/TEXT

You will receive periodic phone calls and/or texts from our automated calling system. These phone calls will contain important information and reminders. In the event of inclement weather or an emergency, we will also utilize this system. Please make sure that we have your current phone number in our system at all times.

To update your information, email: Registrar@ileaslancaster.org

PARENT SQUARE

You will receive periodic phone calls and/or texts from our automated calling system. These phone calls and texts will contain important information and reminders. In the event of inclement weather or an emergency, we will also utilize this system. Please make sure that we have your current phone number and email in our system at all times. Please also download the app and sign up for Parentsquare.

Website: <https://www.parentsquare.com/>

SECTION 9:

FAMILIES AND iLEAD LANCASTER CHARTER SCHOOL WORKING TOGETHER

FAMILY PARTICIPATION EXPECTATIONS

iLEAD Lancaster Charter School seeks to make education a community passion. To this end, parent/guardian/caregiver participation is essential to the success of the education process. Parents/Guardians/Caregivers are strongly encouraged to participate in the operation of the school as an integral part of the staffing and support team and with the charter staff in the development and successful completion of the individual learning plan for your child. The school encourages the participation of parent/guardian/caregiver for increased parental involvement, but it is not a requirement for acceptance to, or continued enrollment at, school.

It is because of families like you that we are able to offer such a unique program for our children here at iLEAD Lancaster Charter School.

Volunteering and participation are always optional. We do strongly encourage participation in order to foster the home-school connection and work tirelessly to create a culture where families feel welcome to come onto campus often, but of course, we understand that is not an option for every family. If possible, families are asked to participate 40 hours per year, which works out to 1 hour per week or 4 hours per month. These hours can be earned through a variety of opportunities intentionally designed to accommodate a range of schedules and ability to participate, including classroom volunteering, operational / facilities assistance, relevant professional expertise, administrative tasks or by attending Parent University workshops and seminars.

See the Volunteering page for a list of volunteer needs, and watch the Monday Message for current volunteer needs at: www.ileadlancaster.org

Families having difficulties meeting the participation commitment should contact: Registrar@ileadlancaster.org.

Hours completed off campus or by learner volunteers can be emailed to Registrar@ileadlancaster.org

EXAMPLES OF FAMILY VOLUNTEER WORK

- In-class support as an educator aide
- Adult workshops – parent/guardian/caregivers teaching other parents/guardians/caregiver
- Outside research in support of specific school projects
- Driving on field trips (must register as driver)
- Organizing a community service project for learners

- Supervising at the school – lunch periods, recess, before school
- Operation support – maintenance of the campus
- Hosting an activity in your home or business

VOLUNTEER REQUIREMENTS

To volunteer at iLEAD Lancaster Charter School, you must meet the following safety and legal requirements. A “Regular Volunteer” is defined as someone who volunteers more than 16 hours in a month, or more than 32 hours in a school year. The requirements for Regular Volunteers are stricter and specifically noted below.

1. Administrative Steps

- Application: Complete the official Volunteer Application with the school.

2. Core Safety Clearances

- TB Clearance: Submit a Tuberculosis (TB) risk assessment or test result (valid for 4 years).
- Megan’s Law: All volunteers must be cleared against the CA Sex Offender database.
- Live Scan (Fingerprinting): Mandatory for all *Regular Volunteers*. Please visit the website at www.ileadlancaster.org for a list of locations as well as the necessary LiveScan paperwork.

3. Training Requirements (SB 848 / AB 506) All *Regular Volunteers* must complete the following trainings:

- Mandated Reporter Training.
 - Available through the state at: <https://mandatedreportertraining.com/volunteers/>
- Child Abuse Prevention training (California currently includes both the Mandated Reporter training and the Child Abuse Prevention training as one single training).
 - Available through the state at: <https://mandatedreportertraining.com/volunteers/>
- Provide a certificate of completion to Registrar@ileadlancaster.org

RECORDING VOLUNTEER HOURS

All volunteers should record their volunteer hours into the Check In system located in the iLEAD Lancaster Charter School lobby. Hours completed off-campus can be forwarded to Registrar@ileadlancaster.org

VISITORS/OBSERVATION PROCEDURES

iLEAD Lancaster Charter School is committed to providing a safe and secure learning environment for learners and staff. Visitors/observers will respect confidentiality of all learners and not discuss the details of the classroom observation with anyone outside the school setting without prior written consent.

- All campus visitors/observers must have the consent and approval of the school director/designee. Permission to visit/observe must be given at the time requested, if at all possible, or within a reasonable period of time following the request. This does not preclude visits occurring the same day as requested. School Director/designee must accompany the visitor/observer to the classroom and remain with them during the visitation/observation..
- Visitors DO have the right to:
 - Request and obtain approval of the school director/designee to enter a school campus.
 - Observe in the classroom or classrooms in which their child is enrolled and/or observe in the classroom or classrooms for the purpose of selecting the school in which their child will be enrolled, within a reasonable period of time after making a request.
 - Request a meeting with the classroom facilitator/provider and/or school director/ designee following the observation; and,
 - Meet with their child's facilitator/provider (s) and/or the school director/ designee, within a reasonable period of time after making a request.
- Visitors DO NOT have the right to:
 - Willfully interfere with the discipline, order, or conduct in any classroom space or activity with the intent to disrupt, obstruct, or inflict damage to property or bodily injury upon any person.
 - Disrupt instructional time, extra-curricular activities, cause disorder, or otherwise disrupt the normal operations of the school.
 - Audio or video record while in the classroom.
- As we welcome visitors/observers to our school, the guidelines below should be communicated to ensure an enjoyable, productive experience for all:
 - Follow the established school procedure in requesting a classroom visitation/observation from the school director/designee and obtain the school director/designee's approval.
 - Enter and leave the classroom/space as quietly as possible.
 - Do not converse with learners or staff during instructional time.
 - Do not interfere with school activities.
 - Keep the length and frequency of the classroom visits/observations reasonable (to be determined by the activity being observed).

Check out with school staff before leaving the campus.

TRADITIONS

At iLEAD Lancaster Charter School we have several traditions in place. These are the traditions which we consider our cornerstone events:

- Multicultural Feast (Fall)
- Winter Production (Winter)
- Spring School Community Event (ex. Art Festival, Back Yard Bash, School Carnival)
- Matriculation: In accordance with California law (Education Code Section 35183.1), learners have the right to wear traditional tribal regalia or items of religious or cultural significance during



graduation or matriculation ceremonies and related events without needing advance approval from school administration. These culturally significant adornments may be attached to the graduation gown or worn with—or in place of—the traditional graduation cap. To ensure a safe and respectful celebration for all families, the school only restricts attire that promotes illegal substances, contains vulgarity, or creates a substantial, material disruption to the ceremony.

You will be notified of the exact dates for these events, as well as other learning displays and community building events in the Monday Message or via the Events Calendar on the iLEAD Lancaster Charter School website. ileadlancaster.org

SECTION 10: GOVERNANCE

HISTORY

iLEAD Lancaster Charter School's Governing Board is comprised of community leaders passionate about providing innovative educational opportunities within the INSERT COMMUNITY NAME. Each of these Board members came to iLEAD Lancaster Charter School with the vision and ability to create and maintain a successful school. For a list of current board members, please visit the iLEAD Charter School website.

SCHOOL GOVERNANCE

iLEAD Lancaster Charter School is governed by a California public benefit corporation with IRS 501c3 tax-exempt status. The school is subject to the Bylaws of the corporation. While iLEAD Lancaster Charter School's charter authorizing agency is the INSERT AUTHORIZING DISTRICT, we are self governed, manage our own operations and maintain our own board of directors.

The listing of the current iLEAD Lancaster Charter School Board of Directors can be found on the iLEAD Lancaster Charter School website: ileadlancaster.org.

Decisions made by the Board will be on a majority basis. The Board will oversee iLEAD Lancaster Charter School's policies and operations, and will receive regular reports on the school's academic, financial, and operational progress.

Governing board meetings are open to the public and generally regularly on the campus of iLEAD Lancaster Charter School. Meeting notifications are posted on campus prior to the next scheduled Board meeting. Recorded minutes from past meetings are available upon request from the School Administrative office. As a parent/guardian/caregiver, you have a right to participate in open meetings with the school. If you require a translator, one will be provided to you with the time allotment doubled to allow for both English and primary language translation.

SECTION 11: NOTIFICATIONS

TITLE I

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents/guardians/caregivers whose learner(s) attend a Title I school that they may request, and the agency will provide the parent/guardians/caregivers on request (and in a timely manner), information regarding the professional qualifications of the learner's classroom facilitators, including at a minimum:

1. Whether the learner's facilitator:
 - Has met State qualification and licensing criteria for the grade levels and subject areas in which the facilitator provides instruction;
 - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - Is teaching in the field of discipline of the certification of the facilitator.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact the school at 661-722-4287.

iLEAD Schools is an innovative public charter school organization that works closely with our learners, families and communities to develop leaders for the 21st century. We do so through a rigorous, project-based curriculum, which gives a great deal of voice and choice to our learners. We feel that our schools are on the forefront of project-based learning which is giving our children the skills to thrive, not only in the future, but to be active members of their community today. We thank you for joining us on this journey.

AGREEMENT

THIS AGREEMENT is made by and between iLEAD Lancaster Charter School a California not for Profit Corporation, 254 E. Ave K-4, Lancaster CA 93535 (Lancaster),

iLEAD Agua Dulce:, a California not for Profit Corporation, 11311 Frascati Street, Agua Dulce CA 91390 (Agua Dulce),

iLEAD Flex:, a California not for Profit Corporation, 3700 W Ave L, Lancaster, CA 93536 (Flex),

Santa Clarita Valley International:, a California not for Profit Corporation, 28060 Hasley Canyon Road, Castaic CA 91384 (SCVi),

and Empower Generations, a California not for Profit Corporation, 44236 10th Street West, Lancaster 93534 (Empower)

WITNESSETH:

WHEREAS, Lancaster operates as a School Food Authority under the National School Lunch Program and operates a food service program that provides healthy, nutritious lunches to public school learners; and

WHEREAS, Agua Dulce, Flex, SCVi, and Empower are public charter schools in Los Angeles County, CA;

WHEREAS, Agua Dulce, Flex, SCVi, and Empower would like to partner with Lancaster under the Lancaster School Food Authority umbrella for food service through the Food Service Program, and Lancaster would like to enter into such a partnership with Agua Dulce, Flex, SCVi, and Empower (the "Food Service Program").

NOW, THEREFORE, in consideration of the mutual covenants and promises contained herein and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree to be bound by the following terms:

Section 1. Recitals. The above recitals are true and correct and incorporated into this Agreement by reference.

Section 2. Scope of Services.

A. Lancaster agrees to provide school food service to Agua Dulce, Flex, SCVi, and Empower through the Food Service Program in accordance with the requirements of the National School Lunch Program and all applicable laws, rules, and regulations, as more particularly described in Exhibit **"A"** to this Agreement.

B. Food service equipment*, food supplies, and equipment for the operation of the Food Service Program will be provided by Lancaster to Agua Dulce, Flex, SCVi, and Empower will be the financial responsibility of Lancaster. Equipment will be provided if the National School Lunch Program budget or grants can sustain the cost of the need. Otherwise, the school is responsible for the purchase.

Lancaster will provide all employees necessary to provide all of the services set forth in Exhibit A through the Food Service Program at Lancaster's sole cost and expense.

This Participation Percentage for each school was determined by an estimate of projected student participation at each school site for the 2026-27 school year. On or before October 30 each year the Participation Percentage for each school can be adjusted based on the actual percentage of learners served at each school site compared to the total number of learners served at all five school sites. If this adjustment results in a deficiency for any school, such school shall pay the deficiency to Lancaster within thirty (30) days of receipt of the invoice. If this adjustment results in surplus owed to any school, Lancaster will pay such school the surplus amount within thirty (30) days of receipt of the invoice.

The initial Participation Percentage for the 2026-2027 School Year will be as follows:

1. Lancaster: 0.29 or 29%
2. SCVi: 0.24 or 24%
3. Flex: 0.16 or 16%
4. Agua Dulce: 0.25 or 25%
5. Empower: 0.06 or 6%

C. The Food Service Program will generate revenues through the National School Lunch Program for meals provided to each school. All revenues derived from the School Food Service Program will be maintained and accounted for by Lancaster and maintained in a dedicated bank account. A fund balance of \$367,062 will be established for use in the case of emergency food service operation needs. This amount is equal to approximately 3 months of operational expenditures. This fund balance will be funded from food service revenues derived from the above expenses. Once the \$367,062 fund balance has been established, the remaining revenues generated, above this established amount that is in excess, from the food service operation will be shared on a monthly basis with the five schools (Lancaster

to Agua Dulce, Flex, SCVi, and Empower) if the revenue exceeds the above fund balance, based on the Participation Percentage and should be spent only on the NSLP program.

Section 3. Indemnification. Each party to this Agreement does hereby indemnify, defend and hold harmless the others, and their respective boards of directors, partners, officers, employees, agents, representatives, and attorneys from and against any and all claims, actions, damages, expenses, losses or awards, including attorneys' fees and costs, which arise out of (i) the negligence or intentional acts or omissions of the first party, (ii) any action taken or not taken by the first party, or (iii) any noncompliance or breach by the first party of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used in this subsection, "party" shall include the party's trustees, directors, officers, employees, agents, and representatives.

Section 4. Terms and Termination. This Agreement shall become effective upon execution by the last party, as indicated by the date stated under each party's signature and shall remain in effect until June 30, 2027. Any of the parties to this Agreement may terminate this Agreement by providing at least 90 days' written notice to the other parties. This Agreement may be extended upon the mutual written consent of all parties.

Section 5. Force Majeure. The parties will exercise every reasonable effort to meet their respective obligations under this Agreement, but will not be responsible or liable for any failure or delay in the performance of their obligations hereunder arising out of or caused by, directly or indirectly, forces beyond its control, including, without limitation, strikes, work stoppages, accidents, acts of war or terrorism, civil or military disturbances, nuclear or natural catastrophes or acts of God, pandemics, epidemics, and interruptions, loss or malfunctions of utilities.

Section 6. Modifications. Unless otherwise specified in this Agreement, no modification, amendment, or alteration of the terms or conditions contained in this Agreement will be effective unless contained in a written document executed by the parties, with the same formality and of equal dignity with this Agreement.

Section 7. Assignments. This Agreement may not be subcontracted or assigned without the prior written consent of the parties.

Section 8. Notices. All notices, demands, or other writings required to be given or made or sent in this Agreement, or which may be given or made or sent, by either

party to the other, will be deemed to have been fully given or made or sent when in writing and addressed as follows:

iLEAD LANCASTER CHARTER SCHOOL:

School Director
254 E. Ave K-4, Lancaster CA 93535

iLEAD AGUA DULCE:

School Director
11311 Frascati Street, Agua Dulce CA 91390

iLEAD FLEX:

School Director
3700 W Ave L, Lancaster, CA 93536

SANTA CLARITA VALLEY INTERNATIONAL:

School Directors
28060 Halsey Canyon Road, Castaic CA 91384

EMPOWER GENERATIONS:

School Director
44236 10th Street West, Lancaster 93534

All notices required, or which may be given under this Agreement, will be considered properly given if (1) personally delivered, (2) sent by certified United States mail, return receipt requested, or (3) sent by Federal Express or other equivalent overnight letter delivery company.

The effective date of such notices will be the date personally delivered, or if sent by certified mail, the date the notice was signed for, or if sent by overnight letter by a carrier, the date the notice was delivered by the overnight letter company. The parties may designate other individuals or addresses to which notice will be sent by notifying, in writing, the other party in a manner designated for the filing of notice under this agreement.

Section 9. Entire Agreement This represents the entire agreement between the parties and supersedes any prior communication or agreements, whether oral or written, related to the subject matter hereof. No modification can be made to this Agreement unless mutually agreed by the parties in writing.

Section 10. Severability. If any provision of this Agreement is found by a court of competent jurisdiction to be invalid, it will be considered deleted from this Agreement, and will not invalidate the remaining provisions.

Section 11. Compliance. Lancaster to Agua Dulce, Flex, SCVi, and Empower must at all times comply with all applicable federal, state and local laws, rules and regulations in the performance of their duties and obligations under this Agreement.

Section 12. Jurisdiction and Venue. This Agreement is made under, and in all respects will be interpreted, construed and governed by and in accordance with, the laws of the State of California. Venue for any legal action resulting from this Agreement will lie solely in Los Angeles County, California..

**[SIGNATURE PAGE
FOLLOWS]**

IN WITNESS WHEREOF, the parties have made and executed this Agreement on the respective dates under each authorized signature:

iLEAD LANCASTER CHARTER SCHOOL:

Deborah Autrey, School Director

This ____ day of _____ 2026

iLEAD AGUA DULCE:

Wendy Maxwell, School Director

This ____ day of _____ 2026

iLEAD Flex:

Amanda Fischer, CEO

This ____ day of _____ 2026

SANTA CLARITA VALLEY INTERNATIONAL:

Martha Spansel, School Director

This ____ day of _____ 2026

EMPOWER GENERATIONS:

Sajae Davison, School Director

This ____ day of _____ 2026

Exhibit A
Scope of Work Performed by Lancaster for
Agua Dulce, Flex, SCVi and Empower Generations and the School's**
Responsibilities

Lancaster will be responsible for the following services, to be performed at the schools sites for each of the schools:

- Ensuring compliance with all laws and regulations regarding food service, including all federal, state, and district guidelines for meal services
- Menu planning
- Ordering of all food to be utilized in serving breakfast, lunch, and snack
- Preparation of all food for breakfast, lunch, and snack
- Proper care and maintenance of each school's kitchen and cafeteria equipment
- Financial management of the food service operation, including tracking and paying invoices will be completed by the Food Service Coordinator and back office support.
- Management of all necessary administrative paperwork required for on site service, such as meal production records, maintaining proper records for auditing purposes, etc.as required under the National School Lunch Program.
- Facilitating all audits required by federal, state, and district entities concerning food service
- Providing meals/catering to the schools when requested and paid for by the school director or designee.

Lancaster will be responsible for the following:

- The repairs and services of any equipment until end of life that was provided by Lancaster to any school through the Kitchen Infrastructure Funds or the National School Lunch Program funds.

Agua Dulce, Flex and SCVi will be responsible for the following:

- The repairs, services, and replacement of any equipment that was previously purchased or owned by that school.
- Repairs and services to any “fixture” to the school building ie: floors, air conditioning, etc.
- Supervision of learners while eating within the space that the school nutrition program is provided.
- Cleaning of the space where the learners eat while participating in the school nutrition program.
- Payment through an invoice of any meal/catering requested by the school directors or designee.

*The budget of the National School Lunch Program will be evaluated yearly to determine if the budget, through Lancaster, can sustain the repairs, services and/or replacement of equipment owned by the school. If sustained the MOU will be updated to reflect this.

**Empower Generations will fall under Exhibit A once delivery from iLEAD Lancaster begins. They will remain under Exhibit B until that time.

Exhibit B

Scope of Work Performed by Lancaster for Empower Generations and Schools' Responsibilities

Lancaster employees will be responsible for the following:

- Menu planning
- Ordering of all food to be utilized in serving breakfast, lunch, and snack
- Preparation of all food for breakfast, lunch, and snack
- Financial management of the food service operation, to include tracking and paying invoices
- Management of all necessary administrative paperwork
- Facilitating all audits required by federal, state, and district entities concerning food service
- Transportation and delivery of meals at no charge to the Empower Generations school site on all regularly scheduled calendared school days.
- Providing meals/catering to the schools when requested and paid for by the school director or designee.

Empower Generations will be responsible for:

- Maintaining compliance of all regulations regarding food service under all federal, state, and district guidelines
- Management of all necessary administrative paperwork required for on site service, such as meal production records, maintaining proper records for auditing purposes, etc.as required under the National School Lunch Program.
- Proper care and maintenance of the school's kitchen and cafeteria equipment.
- Serving food to learners on the school site at appropriate times and with appropriate and required portions.
- Payment through an invoice of any meal/catering requested by the school directors or designee.

**LEA: iLEAD Lancaster
2025-2026**

Priority 1 - Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (2025-2026 School Year)

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions.	0/0%
Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home.	0/0%
Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)	0

Priority 2A - Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below

	1	2	3	4	5
Content Area	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability
ELA					X
ELD					X
Math					X
Next Generation Science Standards					X
History-Social Science					X

Priority 2B - Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum framework identified below available in all classrooms where the subject is taught.

	1	2	3	4	5
Content Area	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability
ELA					X
ELD					X
Math					X
Next Generation Science Standards					X
History-Social Science					X

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 below (e.g., collaborative time, focused classroom walkthroughs, teacher planning, etc.)

	1	2	3	4	5
Content Area	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability
ELA					X
ELD					X
Math					X
Next Generation Science Standards					X
History-Social Science					X

Priority 2D - Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students:

	1	2	3	4	5
Content Area	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability
Career Technical Education					X
Health Education					X
Physical Education					X
Visual and Performing Arts					X
World Language					X

Priority 2E - Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

	1	2	3	4	5
Content Area	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability
Identifying the professional learning needs of groups of teachers or staff as in a whole					X
Identifying the professional learning needs of individual teachers					X
Providing support for teachers on the standards they have not yet mastered					X

Priority 3: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

Section 1: Building Relationships between School Staff and Families					
Content Area	1	2	3	4	5
	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability
Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					X
Rate the LEA's progress in creating welcoming environments for all families in the community.					X
Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				X	
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.				X	
Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)					
Narrative #1: Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in <i>Building Relationships Between School Staff and Families</i>. iLEAD Lancaster remains deeply committed to integrating meaningful partner feedback into the annual LCAP update. By aggregating and analyzing insights from families, learners, community partners, board trustees, and staff, the leadership team carefully evaluated program efficacy against state priorities. This comprehensive review prompted the school to maintain, expand, or modify specific action steps within its three established goals, directly targeting enhanced learner achievement and the continuous evolution of our educational offerings. Engagement throughout the 2025-26 school year featured a consistent schedule of collaborative events designed to connect school staff and families. Monthly iSUPPORT meetings, Parent Universities, and Coffees with the Director gave families regular access to discuss programmatic updates, which was complemented by casual feedback collected during schoolwide events. Dedicated advisory committees also played a critical role in shaping the school's direction. The English Learner Advisory Committee (ELAC) assembled in both the spring and fall to evaluate English learner programming, while the School Site Council (SSC) lines met twice to analyze performance data, review campus safety, and ultimately approve the Single Plan for Student Achievement. Both the ELAC and SSC directly influenced the LCAP development process. Furthermore, monthly collaborations among EL coordinators across the broader iLEAD Schools network allowed staff to exchange best practices rooted in facilitator and family feedback to continually optimize the English learner program.					
Narrative #2: Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in <i>Building Relationships Between School Staff and Families</i>. iLEAD Lancaster will continue engaging educational partners in its continuous cycle of improvement and strategic planning. A focus on improving the school-home connection around literacy as well as increasing engagement and attendance with educational activities and relationship building will occur in 2025-26.					
Narrative #3: Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to <i>Building Relationships Between School Staff and Families</i>. Cultivating meaningful school-family partnerships requires a deep, data-informed understanding of our student body. By examining NWEA MAP achievements, SST interventions, and demographic-specific attendance patterns, leadership ensured that every student group was intentionally considered, pairing this data review with community feedback on campus safety, school activities, and diversity, equity, and inclusion to shape a well-rounded action plan. By merging academic benchmarks, socio-emotional data, and direct parent feedback, this multi-dimensional strategy addresses the whole child and provides essential support for all students, with a concentrated focus on uplifting foster and homeless youth, English learners, and low-income families. Professional development lies at the heart of this work, providing teachers with advanced training in MTSS and inclusive best practices to track student progress from all angles. On a more direct level, the school is prioritizing one-on-one academic and emotional guidance for our English learners, low-income students, and youth experiencing foster care or homelessness. Through the collaborative efforts of our English Learner Liaison and Foster/Homeless Liaison, families will be directly matched with tailored community resources based on their specific situations, while the school continues to scale up local partnerships, host more on-campus, in-person services, and diversify communication methods to strengthen the school-home bond.					
Section 2: Building Partnerships for Student Outcomes					
Content Area	1	2	3	4	5
	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability
Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					X

Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					X
Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					X
Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					X
Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)					
<i>Narrative #1: Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.</i>					
iLEAD Lancaster's strength is utilizing SEL and PBL to increase student outcomes at school and home. Our area of improvement would be providing consistent and timely progress toward academic and social emotional goals. We will continue to communicate regularly with weekly facilitator updates, quarterly check ins, use of the Student information System to track progress toward learner outcomes, and assessments data (MAP, MAP Reading Fluency).					
<i>Narrative #2: Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.</i>					
iLEAD Lancaster's strength is utilizing SEL and PBL to increase student outcomes at school and home. Our area of improvement would be providing consistent and timely progress toward academic and social emotional goals. We will continue to communicate regularly with weekly facilitator updates, quarterly check ins, use of the Student information System to track progress toward learner outcomes, and assessments data (MAP, MAP Reading Fluency).					
<i>Narrative #3: Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.</i>					
The actions developed are important for all learners, especially foster youth, English learners and low-income students. The action steps include growth for educators (professional development in DEI, best practices, and SEL) and all students to monitor academic, social-emotional and school offerings for all sub-populations. It is a comprehensive plan that considers the data from many angles including stakeholder feedback, parent meetings, academic, SST, and social-emotional data. The school's ELAC meets in fall and spring. Additionally, the counseling team sends out regular surveys to homeless/foster youth to determine current needs and work to provide resources in response. The school's social worker also works to engage underrepresented families.					
Section 3: Seeking Input for Decision-Making					
	1	2	3	4	5
Content Area	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability
Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					X
Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					X
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.					X
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.					X
Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)					
<i>Narrative #1: Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.</i>					

Twice a year, iLEAD Lancaster learners and staff collaborated to completed the iLEAD Learner Outcome Reflection Survey, a measure of learner growth in the Schoolwide Learner Outcomes, as well as their progress towards academic and social-emotional goals. Additionally, staff and leadership meetings were held monthly to discuss the program, learner progress, and gather/reflect on suggestions for improvements. Parent, staff, and learner surveys regarding aspects of the program were sent in the spring of 2026 to solicit feedback. These surveys addressed specific aspects of the LCAP (the eight state priorities for the creation of potential action steps). Monthly board meetings were held with the opportunity for anyone from the public to attend (including staff, parents and learners). During the 2025-26 school year, monthly iSUPPORT meetings, Parent Universities, and Coffees with the Director were held to allow opportunity for school staff and families to connect regarding the school program. Informal feedback was also received by families through family involvement at schoolwide events. ELAC meetings were held in spring and fall for families of EL learners to provide program feedback. School Site Council was held twice to review data and safety and prepare and approve the school's Single Plan for Student Achievement. Both ELAC and SSC had input on the school's LCAP. Additionally, monthly EL collaborations with the EL coordinators across iLEAD Schools provided the opportunity for sharing ideas gathered from facilitator and family feedback on how to improve the English learner program.

Narrative #2: Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

iLEAD Lancaster will continue its educational partner engagement strategy as described above.

Narrative #3: Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

iLEAD Lancaster will continue its educational partner engagement strategy as described above. iLEAD Lancaster ensures that translation services are available to families. Survey data is disaggregated by population to ensure that the surveys of underrepresented families are being analyzed and responded to.

Priority 6: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12)

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

iLEAD Lancaster administered the Spring 2026 Learner Educational Partner Survey to learners in grades 3–8 across both classroom-based and exploration programs to measure perceptions of school safety, connectedness, academic engagement, and career connected learning. A total of 320 learner responses were collected. Respondents represented multiple student groups, including English learners (5.31%), learners with disabilities (24%), socioeconomically disadvantaged learners (76.88%), Black/African American learners (36%), and learners identifying as Hispanic/Latino through embedded demographic filters.

Overall survey results reflected generally positive perceptions of school climate and learner support systems. School Safety received an overall score of 3.2 out of 4 with 77.3% favorable responses. Fifty percent of learners reported they “almost always” feel safe at school, and 75% responded favorably regarding knowing who to talk to or what to do if they feel unsafe.

School Connectedness received an overall score of 3.1 with 74.1% favorable responses. Learners reported positive relationships with adults, opportunities to express themselves authentically, and meaningful peer connections. Academic Engagement received an overall score of 3.1 with 73.4% favorable responses, particularly in the areas of receiving useful feedback and being encouraged to think critically and solve problems. Career Connected Learning received an overall score of 2.9 with 66.4% favorable responses. Learners reported opportunities to participate in clubs, design and technology activities, athletics, tutoring, leadership opportunities, and other hands-on learning experiences aligned to their interests.

Disaggregated survey results reflected similar patterns across student groups. Learners with disabilities reported strong outcomes in academic engagement (74.9% favorable) and career connected learning (72.4% favorable). Hispanic/Latino learners reported positive perceptions of connectedness (78.1% favorable) and academic engagement (76.0% favorable). English learners reported particularly strong connectedness outcomes, with 80.9% favorable responses. Socioeconomically disadvantaged learners and Black/African American learners also reported generally positive perceptions of school climate and learner support systems.

Open-ended learner feedback consistently highlighted caring teachers, supportive staff, tutoring, clubs, athletics, design tech opportunities, kindness initiatives, and safe learning environments as strengths of the program. Learners frequently referenced feeling supported by adults, enjoying interactive and hands-on learning experiences, and appreciating opportunities to build friendships and participate in extracurricular activities.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Analysis of the Spring 2026 survey data identified several strengths within iLEAD Lancaster's school climate and educational program. Learners consistently reported feeling supported by teachers and staff, particularly in areas related to school safety, connectedness, and academic encouragement. Open-ended responses reflected the importance of positive learner-adult relationships, with many learners specifically referencing teachers, tutoring support, clubs, athletics, leadership opportunities, and interactive learning experiences as meaningful aspects of their school experience.

The survey data also highlighted strengths related to inclusive and relationship-centered practices. English learners and Hispanic/Latino learners reported especially strong perceptions of connectedness and academic engagement, while learners with disabilities reported positive perceptions of both academic engagement and career connected learning opportunities. These findings suggest that learner supports, differentiated instruction, and opportunities for participation in school activities are positively impacting multiple student groups.

The data also identified important areas for continued growth. While overall safety and connectedness results remained positive, some learners reported inconsistent peer relationships and uncertainty about how concerns are addressed when conflicts occur. A small number of open-ended responses referenced unresolved peer conflicts or concerns regarding follow-through after reporting issues. Additionally, career connected learning received the lowest overall favorable score among the four domains, suggesting a need to continue expanding learner awareness of career exploration opportunities, real-world learning experiences, and future readiness pathways.

Survey findings reinforced the importance of continuing to strengthen learner voice, restorative and relationship-centered practices, social-emotional supports, and opportunities for authentic engagement experiences. iLEAD Lancaster recognizes the need to continue fostering a safe, inclusive, and engaging environment where all learners feel valued, supported, and empowered to succeed academically and socially.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on analysis of the Spring 2026 school climate survey data, iLEAD Lancaster will continue strengthening systems and practices that support learner safety, connectedness, engagement, and overall well-being. While survey results demonstrated positive perceptions of supportive adult relationships, engaging learning experiences, and school safety, the school identified opportunities to further strengthen peer relationships, restorative practices, conflict resolution systems, and career connected learning opportunities.

To address these areas, iLEAD Lancaster will continue implementing and refining Multi-Tiered System of Supports (MTSS) practices to provide academic, behavioral, attendance, and social-emotional interventions tailored to learner needs. Staff will continue utilizing learner data, regular check-ins, and collaborative support systems to identify learners who may benefit from additional support or intervention. The school will also continue strengthening restorative practices, positive behavior supports, and relationship-centered approaches to ensure learners feel heard, safe, and connected within the school environment.

The school will continue expanding opportunities for learner voice, leadership, clubs, athletics, tutoring, design technology experiences, and hands-on project-based learning opportunities that promote collaboration, engagement, and authentic learning. Learner feedback emphasized the value of supportive teachers, interactive learning experiences, extracurricular activities, and opportunities to participate in meaningful school experiences; therefore, the school will continue prioritizing programs and structures that foster belonging, engagement, and learner agency.

Additionally, iLEAD Lancaster will continue strengthening college and career readiness opportunities through enrichment activities, real-world learning experiences, technology integration, and career exploration opportunities aligned to learner interests and future goals. Professional learning for staff will continue focusing on trauma-informed practices, culturally responsive teaching, inclusive instructional practices, and strategies for supporting diverse learner groups, including English learners, learners with disabilities, and socioeconomically disadvantaged learners.

The school will continue using educational partner feedback, climate survey results, attendance trends, and learner outcome data as part of its continuous improvement process to monitor progress and refine supports for all student groups.

Priority 7: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs

*Narrative #1: Briefly **identify** the locally **selected measures or tools** that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.*

iLEAD Lancaster monitors learner schedules, enrollment data, academic progress, and participation in core and enrichment programs to ensure all learners have access to a broad course of study. Data are reviewed by grade level, including learners with disabilities and other unduplicated learner groups, to ensure equitable access and support.

*Narrative #2: Using the locally selected measures or tools, **summarize the extent** to which all **students have access** to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.*

All learners have access to a broad course of study that includes core academics, interventions, and enrichment opportunities. Data indicate equitable access across learner groups, and iLEAD Lancaster continues to monitor participation to ensure all learners are supported in their educational program.

Narrative #3: Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

At this time, no significant barriers have been identified that prevent learners from accessing a broad course of study. iLEAD Lancaster continues to monitor learner participation, attendance, and academic progress to ensure equitable access and address any emerging needs.

Narrative #4: In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

iLEAD Lancaster will continue to monitor learner enrollment, participation, and academic progress to ensure equitable access to a broad course of study. Ongoing review of learner data and support services will be used to address emerging needs and ensure all learners have access to appropriate academic and enrichment opportunities.

DISTRICT _____

CERTIFICATION OF SIGNATURES

As clerk/secretary to the governing board of the above named district, I certify that the signatures shown below in Column 1 are the verified signatures of the members of the governing board. I certify that the signatures shown in Column 2 are the verified signatures of the person or persons authorized to sign notices of employment, contracts and orders drawn on the funds of the district. These certifications are made in accordance with the provisions of Education Code Sections:

K-12 Districts: 35143, 42632, and 42633

Community College Districts: 72000, 85232, and 85233

If persons authorized to sign orders as shown in Column 2 are unable to do so, the law requires the signatures of the majority of the governing board.

These approved signatures are valid for the period of: _____ to _____

In accordance with governing board approval dated _____, 20 _____.

Signature _____
Clerk (Secretary) of the Board

Typed Name _____
Clerk (Secretary) of the Board

NOTE: Please TYPE name under signature.

Column 1

Signatures of Members of the Governing Board

SIGNATURE	INITIALS
TYPED NAME	
President of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Clerk/Secretary of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	

If the Board has given special instructions for signing warrants or orders, please attach a copy of the resolution to this form.

Column 2

Signatures of Personnel and/or Members of Governing Board authorized to sign Orders for Salary or Commercial Payments, Notices of Employment, and Contracts:

SIGNATURE	INITIALS
TYPED NAME	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	

Number of Signatures required:

ORDERS FOR SALARY PAYMENTS	ORDERS FOR COMMERCIAL PAYMENTS
NOTICES OF EMPLOYMENT	CONTRACTS