



MEETING AGENDA - iLEAD Lancaster Board

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

Meeting

Meeting Date	Tuesday, September 15, 2026
Start Time	7:00 PM
End Time	8:00 PM
Location	Address: 254 E. Ave. K-4, Lancaster, CA 93535
Purpose	Regular scheduled meeting

Agenda

1. Opening Items

1.1. Call The Meeting To Order

1.2. Roll Call

1.3. Pledge Of Allegiance

1.4. Board Meeting Agenda

Discuss and take action regarding the Board Meeting Agenda.

Resolution #:

1.5. Board Meeting Minutes

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

Resolution #:

Documents

- Minutes-2026-06-18-v3 (1).pdf
-

2. Curriculum Moment

2.1. Curriculum Moment

3. Public Comments

3.1. Public Comments

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



4. Action Items

4.1. 2025/2026 Education Protection Account

Discuss and take action regarding the annual 25/26 Educational Protection Account Resolution as CDE requires.

Due date:

Documents

- FY25.26 iLEAD Lancaster EPA Resolution .pdf
-

4.2. Approval for Corporate Merger - Resolution

Discuss and take action regarding the approval for the corporate merger- resolution.

Due date:

Documents

- Board Resolution re Charter Transition Lancaster (4912-4729-9531.v1).docx (1).pdf
-

4.3. Material Revision

Discuss and take action regarding the material revision for restructure.

Due date:

Documents

- iLEAD Lancaster Material Revision (Governance) September 2026 4922-1734-1644 v.3 (1).pdf
-

5. Discussion And Reports

5.1. School Director Report

5.2. School Director Administrative Work Calendar

Discuss annual work year and attendance procedures for School Directors.

6. Closed Session

6.1. Conference With Legal Counsel - Anticipated Litigation

Anticipated Litigation (Gov. Code section 54956.9(d)(2): 1 Matter

7. Report of Closed Session

7.1. Report of Closed Session

8. Consent Items

8.1. Personnel Report

Resolution #:

Documents



- 9.15.26_Lancaster_PersonnelReport_.docx.pdf
-

8.2. Check Registers

Resolution #:

Documents

- ilead_lancaster_payment_register_20260909_register.pdf
 - ilead_lancaster_payment_register_20260909_summary.pdf
-

8.3. Revised LACOE Certification of Signatures

Removing Deborah and adding Brian.

Resolution #:

Documents

- LACOE Form Lancaster (2).pdf
-

8.4. Obsolete Technology and Equipment

Resolution #:

Documents

- iLEAD Lancaster Obsolete (Sep 2026).pdf
-

9. Board Comments

9.1. Board Comments

10. Closing Items

10.1. Next Meeting Date

The next board meeting will be on Tuesday October 20, 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.



MEETING MINUTES - iLEAD Lancaster Board

Meeting

Date	Thursday, June 18, 2026
Started	10:08 AM
Ended	10:34 AM
Location	Address: 254 E. Ave. K-4, Lancaster, CA 93535
Purpose	Regular scheduled meeting
Chaired by	Bridget Howitt
Recorder	KeKe Montoya

Minutes

1. Opening Items

1.1. Call The Meeting To Order

The meeting was called to order at 10:08 AM.

Status: Completed

1.2. Roll Call

Beth - Present

Bridget - Present

Constance - Present

Eric Becker completed his term of service at the conclusion of the 2025-2026 school year and was no longer a sitting member of the board as of this meeting.

Status: Completed

1.3. Pledge Of Allegiance

The Pledge of Allegiance was recited.

Status: Completed

1.4. Board Meeting Agenda

Discuss and take action regarding the Board Meeting Agenda.

Motioned: Bridget

Seconded: Beth

Unanimously Approved

Resolution #: 2025.2026.37

Status: Carried

1.5. Board Meeting Minutes



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

Motioned: Bridget

Seconded: Beth

Unanimously Approved

Resolution #: 2025.2026.38

Status: Carried

Documents

- Minutes-2026-06-17-v1.pdf
-

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.

No public comments were made.

Status: Completed

3. Action Items

3.1. Local Control & Accountability Plan

Discuss and take action on the 2026 - 2027 LCAP.

Motioned: Bridget

Seconded: Beth

Unanimously Approved

Resolution #: 2025.2026.39

Status: Carried

3.2. School Plan for Student Achievement

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

Farnaz presented the School Plan for Student Achievement

Motioned: Bridget

Seconded: Beth

Unanimously Approved

Resolution #: 2025.2026.40

Status: Carried

Documents



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

3.3. 2026-2027 Family Guidebook

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

Deborah presented the 2026-2027 Family Guidebook and answered questions of the board.

Motioned: Beth

Seconded: Bridget

Unanimously Approved

Resolution #: 2025.2026.41

Status: Carried

Documents

- iLEAD Lancaster_26-27 Family Guidebook.pdf
-

3.4. Food Services MOU

Discuss and take action on the Food Services MOU.

Cassandra presented the Food Services MOU

Motioned: Bridget

Seconded: Beth

Unanimously Approved

Resolution #: 2025.2026.42

Status: Carried

Documents

- MOU for Self Operation 26-27.pdf
-

4. Discussion And Reports

4.1. Local Indicator Report

Discuss the 2025-2026 Local Indicators.

Cassandra presented the Local Indicator Report.

Status: Completed

Documents

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

4.2. Prop 28 Annual Plan

Discuss the Prop 28 Annual Plan.

Farnaz presented the Prop 28 Annual Plan.

Status: Completed



Documents

- Lancaster - 25_26 Prop 28 annual plan and fiscal update (2).pdf
-

5. Consent Items

5.1. Revised LACOE Certification of Signatures

Jordan presented the Revised LACOE Certification of Signatures , noting the update to remove Eric Becker as he is no longer a sitting board member.

Resolution #: 2025.2026.43

Status: Carried

Documents

- LACOE Form Lancaster.pdf
-

6. Closed Session

6.1. Public Employee Performance Evaluation

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

The board convened in closed session at 10:22 AM pursuant to Government Code section 54957(b)(1) to discuss the School Director Performance Evaluation.

The board reconvened in open session at 10:33 AM.

Status: Completed

7. Report of Closed Session

7.1. Report of Closed Session

Bridget reported that the board reconvened from closed session at 10:33 AM. During closed session, the board completed the performance evaluation for School Director Deborah Autrey and voted unanimously to approve her eligibility for the same discretionary bonus provided to other eligible employees.

Status: Completed

8. Action Item

8.1. School Director Employment Agreement

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

Bridget presented the School Director Employment Agreement update reflecting the approved evaluation terms and discretionary bonus.

Following a public reading of the summary of the recommended compensation changes, the board took action to approve the agreement.

Motioned: Bridget

Seconded: Beth



Unanimously Approved

Resolution #: 2025.2026.4

Status: Carried

9. Board Comments

9.1. Board Comments

Beth thanked Deborah for her years of service and wished her luck in her future endeavors.

Status: Completed

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.

Status: Completed

10.2. Adjournment

The meeting adjourned at 10:34 AM.

Status: Completed

iLEAD Lancaster
RESOLUTION REGARDING THE EDUCATION
PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county, office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the

funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Institution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

- 1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of iLEAD Lancaster;
- 2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the iLEAD Lancaster has determined to spend the monies received from the Education Protection Act as attached.

Dated: _____

Board Member

Board Member

Board Member

Board Member

iLEAD Lancaster
254 E. Ave K-4
Lancaster,
CA93535

Education Protection Account Budget Object Codes: 2025/2026
(Funding will be used for expenses in the primary Object Code listed below, and if
there is a balance the funding will be applied to the secondary Object Codes,
whichever is applicable)

1110 - Credentialed Teacher Salaries	1,395,393.89
1120 - Credentialed Home Study Teacher Salaries	433,363.61
1150 - Credentialed Substitute Teacher Salaries	162,135.80
1930 - Credentialed Other Support	9,080.00
2110 - Classified Elective Salaries	6,749.10
2120 - Classified Classroom Aide Salaries	1,961.39
2310 - Classified Directors	35,632.77
2410 - Classified Clerical, Technical, and Office Staff Salaries	158,871.70
2940 - Classified Food Services Salaries	50,500.00
2950 - Classified Facilities/Maintenance Salaries	191,106.90
3101 - State Teachers' Retirement System - Credentialed positions	385,332.21
3302 - OASDI (Social Security) - Classified positions	28,050.30
3311 - Medicare - Credentialed	30,412.04
3401 - Health & Welfare Benefits - Credentialed positions	136,491.53
3402 - Health & Welfare Benefits - Classified positions	44,376.07
3501 - State Unemployment Insurance - Credentialed positions	8,922.42
3601 - Worker Compensation Insurance - Credentialed positions	29,900.27

EPA Estimated Funding Determination for 2025/2026	\$3,108,280
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**RESOLUTION OF THE BOARD OF DIRECTORS OF
iLEAD Lancaster CHARTER SCHOOL
(A California Nonprofit Public Benefit Corporation)**

Resolution No. _____

A RESOLUTION approving iLEAD Lancaster (“iLEAD Lancaster”) to collaborate with iLEAD California Charters 1, iLEAD Online, Empower Generations, iLEAD Agua Dulce, and Santa Clarita Valley International School as each of them seeks a material revision to its respective charter to designate iCC1 as the nonprofit public benefit corporation that operates the charter school pursuant to Education Code section 47604(a), as further outlined herein, and directing the administration to take all steps necessary or appropriate to effectuate the transfer.

WHEREAS, iLEAD California Charters 1 (“iCC1”) is a California nonprofit public benefit corporation that operates iLEAD Hybrid and iLEAD Flex, two California public charter schools authorized by the Acton-Agua Dulce Unified School District and the Antelope Valley Union School District, respectively, as permitted by Education Code section 47604, subdivision (a); and

WHEREAS, iLEAD Online (“iLEAD Online”) is a California nonprofit public benefit corporation that operates a California public charter school known as iLEAD Online, authorized by the Acton-Agua Dulce Unified School District, as permitted by Education Code section 47604, subdivision (a); and

WHEREAS, Santa Clarita Valley International School (“SCVI”) is a California nonprofit public benefit corporation that operates a California public charter school known as Santa Clarita Valley International School, authorized by the William S. Hart Union High School District, as permitted by Education Code section 47604, subdivision (a); and

WHEREAS, iLEAD Lancaster (“iLEAD Lancaster”) is a California nonprofit public benefit corporation that operates a California public charter school known as iLEAD Lancaster, authorized by the Lancaster Elementary School District, as permitted by Education Code section 47604, subdivision (a); and

WHEREAS, iLEAD Agua Dulce (“iLEAD AD”) is a California nonprofit public benefit corporation that operates a California public charter school known as iLEAD Agua Dulce, authorized by the Acton-Agua Dulce Unified School District, as permitted by Education Code section 47604, subdivision (a); and

WHEREAS, Empower Generations (“EG”) is a California nonprofit public benefit corporation that operates a California public charter school known as Empower Generations, authorized by the Acton-Agua Dulce Unified School District, as permitted by Education Code section 47604, subdivision (a); and

WHEREAS, iCC1 and SCVi, iLEAD Lancaster, iLEAD Online, iLEAD AD, and EG (each, a “School,” and collectively, the “Schools”) all operate under the iLEAD instructional model and thus share a common founding, mission, and educational model, and each is

organized and operated exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code; and

WHEREAS, iCC1 and the Schools are parties to that Shared Services Agreement whereby iCC1 provides certain administrative, operational, educational, and special education services (“Services”) to the Schools, with iCC1 and the Schools sharing in the costs of the Services; and

WHEREAS, in light of California State Teachers’ Retirement System (“CalSTRS”) Employer Directive 2026-01 (Jan. 29, 2026) and the clarifications it provides regarding reporting requirements and the calculation of creditable service for charter schools, and in order to continue to ensure the eligibility of the employees who serve the Schools for CalSTRS on a consistent, organization-wide basis going forward, the California nonprofit public benefit corporations that operate the Schools (each, a “Corporation,” and collectively, the “Corporations”) have determined that it is in the best interests of the Schools that iCC1 become the single California nonprofit public benefit corporation that operates each School pursuant to Education Code section 47604(a); and

WHEREAS, as the result of same, the Shared Services Agreement is no longer feasible, and iCC1 has terminated the Shared Services Agreement, effective December 31, 2026, and

WHEREAS, in addition, operating multiple separate corporations to deliver a shared educational model is inefficient and requires duplicative governance and compliance, including multiple boards of directors, multiple sets of bylaws and board policies, multiple conflict of interest codes, multiple sets of separately noticed meetings under the Ralph M. Brown Act, multiple federal information returns, multiple Statements of Information, and separate insurance, banking, payroll, and benefits administration, each of which increases administrative cost and complexity without corresponding benefit to the Schools; and

WHEREAS, the present structure requires iCC1 and the Schools to negotiate, approve, administer, and monitor cost-sharing agreements, memoranda of understanding, and intercorporate allocations for personnel, facilities, and technology, each of which must be separately board-approved, and each of which would become unnecessary if a single corporation operated all of the schools; and

WHEREAS, the present structure also can require vendors, landlords, insurers, and granting agencies to enter into separate contracts, or separate amendments to the same contract, with each corporation, while a single corporation would serve as one contracting entity for organization-wide agreements, reducing duplicate procurement, execution, monitoring, and renewal activity; and

WHEREAS, a single corporation overseeing multiple charter schools would consolidate reserves and balance sheet strength, facilitate a single audit engagement and a single set of professional service relationships, further improve purchasing and negotiating leverage, allow one employee handbook, and reduce legal, audit, insurance, and compliance costs; and

WHEREAS, consolidating the operations of the Schools into a single corporation is expected to generate increased economies of scale and operational synergies, including greater

efficiency in the deployment of shared personnel, facilities, technology, and a unified operational and governance structure that better aligns the common mission, educational model, and leadership of the Corporations; and

WHEREAS, each of the Schools will need to seek a material revision of their charter petition to state that the charter petition will be held by and operated by iCC1; and

WHEREAS, because each of the Schools will have a new EIN after ICC1 becomes the holder of their charters, iCC1 will need to open new bank accounts for each of the Schools at Mission Valley Bank and appoint authorized signatories; and

WHEREAS, upon the transfer of the Schools' charter petitions to iCC1, the Corporations will commence the wind-down and dissolution process and will transfer their remaining assets to iCC1 for the benefit of that School so that no asset dedicated to charitable and public school purposes will be diverted from that purpose; and

WHEREAS, iCC1 and the Schools intend that the transition be structured and sequenced so that no School experiences an interruption in its educational program, operations, funding, employment relationships, or retirement coverage, and so that each chartering authority and county office of education is engaged early and cooperatively; and

WHEREAS, the Board wishes to direct the administration of iLEAD Lancaster and iCC1 to undertake the steps necessary to effectuate the material revisions transferring operation of iLEAD Lancaster to iCC1, and, following those transfers, to commence the wind-down and dissolution of iLEAD Lancaster and the transfer of its remaining assets to iCC1 for the benefit of iLEAD Lancaster, with an effective date of no later than December 31, 2026.

NOW, THEREFORE, IT IS HEREBY RESOLVED as follows:

1. **Approval of transfer**. The Board approves, and declares its intent to accomplish, the material revision transferring operation of iLEAD Lancaster to iCC1 and, following those transfers, the wind-down and dissolution of the iLEAD Lancaster corporation and the transfer of its remaining assets to iCC1 for the benefit of iLEAD Lancaster with a target effective date of December 31, 2026, or such other date as the boards of iLEAD Lancaster may determine.

2. **Findings**. The Board finds, for the reasons stated in the recitals above, that the material revisions transferring operation of iLEAD Lancaster and the other Schools to iCC1, and the subsequent wind-down and dissolution of iLEAD Lancaster and the other Corporations, are in the best interests of iCC1 and iLEAD Lancaster, of the pupils, families, and employees of the charter school it operates and will operate, and of the charitable and public school purposes to which iCC1 and the Corporations' assets are dedicated, and that they will reduce redundancy, complexity, and cost, and increase operational synergy, without diminishing the educational program of any School.

3. **Due diligence**. The administration of iLEAD Lancaster is directed to work cooperatively with the administrations of the other Corporations to conduct and document, with legal counsel and the independent auditors, due diligence on iCC1 and the Corporations, as

necessary, including their assets and liabilities; real property interests, leases, and facilities; equipment and technology; intellectual property, curriculum, and marks; contracts, grants, and vendor agreements requiring consent to or notice of assignment; debt instruments and any covenant triggered by transfer or change of control; restricted funds and donor restrictions; pending or threatened litigation, claims, and public records matters; insurance coverage, including any tail coverage required; the employee census, classifications, credentials, compensation, accrued leave, and benefit plans; retirement plan obligations, including CalSTRS; and all tax, regulatory, and authorizer filings.

4. **Auditors and financial matters.** The administration of iLEAD Lancaster is directed to work with iCC1 to have iCC1 prepare, and engage the independent auditors regarding, the accounting for the material revisions and consolidation, the determination of opening balances, the combination of financial statements, the elimination of intercorporate and related party transactions, the final audit of the Corporations, and all required disclosures, and to coordinate with the county offices of education, the California Department of Education, and each chartering authority regarding fiscal reporting, apportionments, attendance reporting, and county district school codes.

5. **Bank Accounts.** ICC1 is authorized to open bank accounts for the Schools at Mission Valley Bank, and the following individuals are hereby authorized to open, manage and act as signatories for the bank accounts opened on behalf of the Schools:

AUTHORIZED SIGNER NAME	AUTHORIZED SIGNER TITLE

These individuals are authorized to act on behalf of iCC1 and the Schools with respect to all transactions related to the accounts, including deposits, withdrawals, and account management; and

6. **Regulatory filings.** The administration, officers and legal counsel of iLEAD Lancaster and iCC1 are directed to prepare and make, at the appropriate times, all filings necessary or appropriate to effectuate the material revisions and consolidation, including the final federal information return for of iLEAD Lancaster and any related notifications to the Internal Revenue Service; and any required filings with the Franchise Tax Board, the Employment Development Department, and other federal, state, and local agencies.

7. **Retirement systems.** The administrations of iLEAD Lancaster and iCC1 are directed to notify and coordinate with CalSTRS regarding the material revisions and consolidation, continuity of membership, service credit, and creditable compensation for all affected employees, and to furnish those systems with certified copies of this resolution, the approving board minutes, as requested.

8. **Employment transition.** The administrations of iLEAD Lancaster and iCC1 are directed to plan for iCC1 to become the single employer of all employees serving the Schools,

including offers of continued employment, recognition of prior service and accrued leave, assumption or transfer of benefit plans, adoption of a single employee handbook, salary schedules, consolidation of payroll under a single employer identification number, including successor employer wage reporting, the transfer or closure of payroll tax accounts with the Employment Development Department and the Internal Revenue Service, and delivery of all required notices to employees and to any employee representative.

9. **Third party contracts.** The administrations of iLEAD Lancaster and iCC1 are directed to deliver the notices and obtain the consents identified in the due diligence described in paragraph 3 with respect to the contracts, leases, grants, and vendor agreements of iLEAD Lancaster, and to provide for the consolidation of duplicate agreements, so that iCC1 serves as a single contracting entity for organization-wide agreements following the consolidation.

10. **Professional services and expenses.** The administrations of iLEAD Lancaster and iCC1 are authorized to engage legal counsel, independent auditors, and such other advisors as are reasonably necessary.

11. **Authority of officers.** The officers of iLEAD Lancaster and iCC1 are authorized and directed to take all steps necessary, including but not limited to negotiate, prepare, execute, and deliver all agreements, certificates, notices, applications, and other documents, and to take all further actions, necessary or appropriate to carry out the intent and purposes of these resolutions.

12. **Continuity of operations.** The administrations of iLEAD Lancaster and iCC1 are directed to sequence the material revisions and consolidation so that no School experiences an interruption in its educational program, operations, funding, employment relationships, or retirement coverage, and to refrain from any action that would jeopardize any charter, funding stream, or the tax-exempt status of iCC1 or the Corporations.

13. **Reports to the Board.** The administrations of iLEAD Lancaster and iCC1 are directed to report to the Board at each regular meeting on the progress of the matters described above, and to notify the Board promptly of any development that would materially delay the target effective date or materially alter the anticipated terms of the material revisions and consolidation.

ADOPTED by the Board of Directors at a regular meeting held on September __, 2026.

* * *

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution by the following vote at a regular Board meeting this __ day of September, 2026.

AYES:

NOES:

ABSTENTIONS:

ABSENT:

Date: _____

By: _____

Brian Florence, President

Date: _____

By: _____

Bridget Howitt, Secretary

4921-4993-1466, v. 2

iLEAD Lancaster Charter School

**Presented to
Lancaster School District
Charter Renewal Petition
Grades TK-8
Submitted August 2025**

Material Revision Submitted September 2026

A Strong Future:

Welcoming New Leadership at iLEAD

Lancaster

Over the past few years, iLEAD Lancaster has grown as a learning community. In the spring of 2024, a new leadership team was appointed, consisting of Director Deborah Autrey and Leadership Resident Shaana Scott. After a comprehensive search, Deborah Autrey was appointed as school director in April 2024. She had already served as leadership resident for two years under former Director Nykole Kent. With nearly two decades of experience, Deborah brings a deep commitment to academic excellence and personal growth. Her background includes roles as a teacher, mentor coach, instructional coach, and curriculum specialist. She holds multiple degrees, including a Bachelor of Arts in Sociology, a Master of Science in Educational Administration, an EdS in Curriculum, Instruction and Assessment, and is currently pursuing her EdD. Her leadership reflects the school's mission to empower learners.

Supporting Deborah is Leadership Resident Shaana Scott, who was appointed shortly after. Shaana previously served as lead counselor at iLEAD Lancaster for four years and at Empower Generations High School. She holds a master's degree in Educational Counseling and a bachelor's degree in

Sociology. Shaana's passion for social-emotional learning, restorative practices, and building strong learner relationships has made a powerful impact on the school community. Together, Deborah and Shaana form a compassionate and forward-thinking leadership team committed to supporting the learners, staff, and families of iLEAD Lancaster.

Closing the Gap: Stanford Study Recognizes iLEAD's Success with Underserved Students

In 2023, a study by Stanford University's Center for Research on Education Outcomes named the iLEAD network an "opportunity gap buster" in reading. The report, "As a Matter of Fact: The National Charter School Study 2023," analyzed charter and traditional public schools from 2014 to 2019, finding that iLEAD schools showed consistent academic gains, particularly for historically underserved students. iLEAD CEO Amanda Fischer attributed this success to the school's focus on personalized learning, which allows for individualized plans and attention to meet the needs of every child and fill achievement gaps. The school is proud of its learners and staff for this recognition of their dedication to academic excellence.

Gliders Take Over iLEAD Lancaster: A Day of Flight and Future Dreams

For the past few years, the Soaring Aeronautics Project at iLEAD Lancaster has brought a real glider to campus, giving students a firsthand look at the principles of flight. Made possible through a collaboration with Edwards Air Force Base and Skylark North, the "Glider on Campus Day" allows students to explore the glider, ask pilots questions, and try out flight simulators. The event connects classroom lessons on Newton's and Bernoulli's principles to real-world applications and inspires students to consider careers in aerospace.

Beyond the glider event, the project teaches learners about the history of flight, the anatomy of birds, and meteorology. Students also get to design and build their own gliders,

culminating in an opportunity for 8th graders to pilot a glider at a mile-high altitude. This program sparks curiosity and shows students that with the right knowledge and imagination, the sky is truly the limit.

Fungi on the Frontier: iLEAD Lancaster 7th Graders Explore Mycology's Potential

For a recent hands-on project, 7th-grade students at iLEAD Lancaster studied mycology, the science of fungi, to understand its connection to space travel and global wellness. The project began with a presentation by the school's DreamUp to Space Launch Team Space Mushroom, who shared their experience of sending oyster mushrooms to the International Space Station to study mycelium growth in

microgravity. Throughout the project, the students consulted with industry experts to research how fungi can be used to benefit humanity, asking, "How can my understanding of mycology support wellness for humanity and our Earth?" The project concluded with students presenting innovative ideas on how fungi could be used to address global challenges, demonstrating how mycology can be applied to create life-saving medicines like penicillin and statins, and potentially offer value for space exploration.

Empowered and Inspired: iLEAD Lancaster's Girls at the "I Matter" Conference

For two consecutive years, learners from iLEAD Lancaster have attended the "I Matter"

Girls Empowerment Conference hosted by the Los Angeles County Department of Parks and Recreation at East Los Angeles

College. The conference, which empowers young women ages 12-18, has seen 52 of the school's girls attend the 9th annual event

and over 1,500 girls from across Los Angeles County attend the 10th. The conference features interactive workshops on topics such as positive relationships, career exploration, and STEM, as well as a new Well-Being Village with activities like candle-making and meditation, and a Resource Fair with community partners. The iLEAD Lancaster girls have consistently returned feeling inspired and empowered, having built confidence and explored new opportunities while connecting with successful women innovators and leaders.

A Rhythmic Tradition: iLEAD Lancaster's Dancers Win Big and Spark School Spirit

For nearly a decade, iLEAD Lancaster learners have been winning trophies in ballroom dancing, a tradition they continued at the recent High Desert Dance Classic at Antelope Valley College. The 4th and 5th graders earned first place in their division,

while the middle schoolers had a strong showing, taking first place in both the Bachata and Jack & Jill Dance, second in East Coast Swing, and four top-10 spots in the Viennese Waltz.

In addition to the long-standing dance tradition, the school has also introduced the new iLEAD Lancaster Spirit Squad. Led by 4th-grade facilitator Ms. Raenelle McDougal, the Dragons Spirit Squad brings energy to sports games, school events, and community functions.

In August 2025, the squad performed at the Antelope Valley Mall, partnering with Solé of the Community to help provide free backpacks and school supplies. This new group embodies the school's spirit while serving the wider community.

School at a Glance

Grades TK-8 771 Learners

17% Learners with Disabilities 4% English Learners

4% Homeless/Foster Youth

79% Low Socioeconomic

Learner-Led Philanthropy:

- Kindness Club
- Multiple Food Distributions

127 Staff

Recent results show an increase of 5.9% in ELA & 1.5% in math

- Increases in nearly every grade level
- Sustained cohort growth - students improve year after year

“The individualized method of teaching is awesome. Each student gets what they need, and my daughter has been thriving.”

“The front office team is very caring, respectful, and they always have welcoming smiles. They’re always willing to help and are amazing in answering my questions.”

“The greatest strength of the school is that they involve learners fully in their work and educational goals.”

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Section I

AFFIRMATIONS/ASSURANCES

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

- iLEAD Lancaster will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code Section 47605(d)(1)]
- iLEAD California Charters 1 declares that it shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of Educational Employment Relations Act. [Ref. California Education Code 47605(c)(6)]
- iLEAD Lancaster will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(e)(1)]
- iLEAD Lancaster will not charge tuition. [Ref. California Education Code Section 47605(e)(1)]
- iLEAD Lancaster will admit all students who wish to attend the Charter School unless the Charter School receives a greater number of applications than there are spaces for students, in which case

it will hold a random drawing process to determine admission. Except as required by Education Code Section 47605(e)(2) and Education Code Section 51747.3, admission to iLEAD Lancaster shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of iLEAD Lancaster in accordance with Education Code Section 47605(e)(2)(C). [Ref. California Education Code Section 47605(e)(2)(A)-(C)]

- iLEAD Lancaster shall not discriminate on the basis of the characteristics, whether actual or perceived, as listed in the Education Code Section 220, including but not necessarily limited to the following: disability, gender, nationality, gender identity, gender expression, race, ethnicity, nationality, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with a person or group with one or more of the above actual or perceived characteristics. [Ref. California Education Code Section 47605(e)(1)]
- iLEAD Lancaster will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act of 1990 ("ADA").
- iLEAD Lancaster will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- iLEAD Lancaster will ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a Governing Board of a school district. [Ref. California Education Code Section 47605(l)(1)]
- iLEAD Lancaster will at all times maintain all necessary and appropriate insurance coverage.
- iLEAD Lancaster will follow any and all other federal, state, and local laws and regulations that pertain to the Charter School or the operation of the Charter School.
- iLEAD Lancaster shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves iLEAD Lancaster without graduating or completing the school year for any reason, iLEAD Lancaster shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. California Education Code Section 47605(e)(3)]

- iLEAD Lancaster shall not discourage a student from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii). [Ref. California Education Code Section 47605(e)(4)(A)]
- iLEAD Lancaster shall not request a student's records or require a parent, guardian, or student to submit the student's records to the charter school before enrollment. [Ref. California Education Code Section 47605(e)(4)(B)]
- iLEAD Lancaster shall not encourage a student currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii). This subparagraph shall not apply to actions taken by the charter school pursuant to the procedures by which students can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. [Ref. California Education Code Section 47605(e)(4)(C)]
- iLEAD Lancaster shall comply with Education Code Section 47605(e)(4)(D) by posting the appropriate notice on the charter school's website and providing a copy to a parent, guardian, or student as required. [Ref. California Education Code Section 47605(e)(4)(D)]
- iLEAD Lancaster shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)(2)]
- iLEAD Lancaster shall on a regular basis consult with its parents, legal guardians, and teachers regarding iLEAD Lancaster's educational programs. [Ref. California Education Code Section 47605(d)]
- iLEAD Lancaster shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
- iLEAD Lancaster shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b) and 47610]
- iLEAD Lancaster shall comply with all applicable portions of the Elementary and Secondary Schools Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- iLEAD Lancaster shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").
- iLEAD Lancaster shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act").
- iLEAD Lancaster shall comply with Government Code Section 1090, *et seq.*, as set forth in

Education Code Section 47604.1 (“Section 1090”).

- iLEAD Lancaster shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* (“PRA”).
- iLEAD Lancaster shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
- iLEAD Lancaster shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- iLEAD Lancaster shall comply with Education Code Section 51744 *et seq.* related to independent study.
- iLEAD Lancaster shall comply with federal, state, and district mandates regarding English Learner (“EL”) education and reclassification of EL students and meet all requirements of federal and state law regarding equal access to the curriculum for English Learners.
- iLEAD Lancaster shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which includes the requirement that iLEAD Lancaster shall annually submit a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to the District and the Los Angeles County Superintendent of Schools on or before July 1. iLEAD Lancaster shall comply with all requirements of Education Code Section 47606.5, including but not limited to the requirements that iLEAD Lancaster shall consult with facilitators, administrators, other school personnel, parents, and pupils in developing the annual update and hold at least one public hearing to solicit recommendations and comments from members of the public. [Ref. California Education Code Section 47606.5(e)]
- The Charter School shall comply with the financial audit requirements of Education Code Section 41020, as mandated by AB 126 (2026). [Ref. Education Code Section 47605(m)]

8/1/20205

Lead Petitioner’s Signature Date

Charter Renewal Criteria

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

A “middle track” charter school is entitled to presumptive renewal unless a chartering authority makes written findings, supported by specific facts, that the charter school failed to

meet or make sufficient progress toward meeting standards and closure is in the best interest of students, giving greater weight to measurements of academic performance.

Education Code Section 47607.2(b) provides that:

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

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

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

Historical Enrollment Trend

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

State Test - Smarter Balanced Summative Assessment in ELA and Math

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

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

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

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

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

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

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

- In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:
 - The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
 - Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.
- Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined:

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

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

State Accountability Model - 2024 CA School Dashboard

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

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

Suspension: Hispanic Subgroup

iLEAD Lancaster State of CA

Suspension: White Subgroup

iLEAD Lancaster State of CA

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

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

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

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

Section V

INTRODUCTION TO THIS PETITION

Introduction and Review

Across the nation, the need for education system reform has taken many forms. The charter school, a movement created in the 1990s, allows local educators and parents/guardians to develop their own schools of choice for the betterment of their children. Each charter school shares in the universal goals for educational reform but differs in its overall methods of delivery. National and state leaders have recognized that one size does not fit all when it comes to learning environments and methods of teaching our young people.

The Charter Schools Act of 1992 (Education Code Section 47600, et seq.) was enacted by the legislature to provide opportunities for teachers, parents, guardians, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to:

- Improve pupil learning.
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- Provide parents/guardians and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- Hold the schools established under this law accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools (Education Code Section 47601).

iLEAD Lancaster, supports the content of the California Charter Schools Act's intent as stated in Education Code Section 47601 to provide opportunities for teachers, parents/guardians, pupils, and community members to establish and maintain schools which operate independently from the existing school district structure in order to improve pupil learning, with special emphasis on expanded learning experiences for those identified as academically low achieving; encourage the use of different and innovative teaching methods; create new professional opportunities that are available within the public school system; provide a performance-based accountability system, and provide rigorous competition to stimulate continual improvements in all public schools.

This petition is a request for renewal for iLEAD Lancaster Charter School operated by a California nonprofit public benefit corporation for educational and charitable purposes. The charter school will continue to provide a voluntary public educational choice for parents/guardians with learners in grades TK-8 who choose to have their children educated in an

alternative learning environment. iLEAD Lancaster will serve pupils for whom the District would otherwise be responsible for providing direct education-related services in the manner described below (Education Code 47605.5).

This material revision is being submitted to reflect the designation of iLEAD California Charters 1 (“iCC1” or the “Board”) as the nonprofit public benefit corporation that operates the Charter School pursuant to Education Code Section 47604(a). iLEAD Lancaster will operate under iCC1 with six other iLEAD schools and will implement the iLEAD instructional model and share a common founding, mission, and educational model. The Charter School seeks the material revision to consolidate reserves and balance sheet strength, facilitate a single audit engagement and a single set of professional service relationships, further improve purchasing and negotiating leverage, allow one employee handbook, and reduce legal, audit, insurance, and compliance costs. This streamlined operation will allow the Charter School to better serve the students enrolled and continue the strong instructional program iLEAD Lancaster has been offering in the District.

iLEAD Lancaster plans to continue to operate as a classroom-based charter school.

iLEAD Lancaster plans to continue having one site which is located within the territorial jurisdiction of the District.

iLEAD Lancaster will continue to provide quality educational instruction and guidance, curricular support, and selected resource materials to ensure that learners make appropriate progress toward achievement of iLEAD Lancaster's school-wide outcomes, based on the Common Core State Standards. This charter school's objective is to provide a vehicle for the delivery of a hands-on, developmentally appropriate, and personalized educational experience outside of the traditional public school setting.

The iLEAD Lancaster model is based on approaching each learner as a whole child, each with unique needs, talents, interests and goals. Our terminology – “learners” and “facilitators” – reflects the vision that learners are in the driver's seat of their own education, “facilitated” by competent and caring adults (i.e., “the guide on the side” versus the “sage on the stage” approach to education). iLEAD Lancaster will continue to provide an exceptional academic program for all learners in grades TK-8 that encourages deeper learning through self-directed learning in a developmentally appropriate educational environment. iLEAD Lancaster will focus on personalizing instruction to meet individual learner needs and will serve a diverse population of learners that represents overall ethnic diversity.

iLEAD Lancaster's personalized approach to learning, with Individualized Learning Plans (ILPs) developed for each learner that guides their learning each year, along with comprehensive support from “Care Team” staff for learners with special needs (including special education, English Learners, High Achieving and other needs) is designed to meet the learner with “just right” instruction, rather than expecting the learner to meet the needs of the Charter School.

iLEAD Lancaster provides an exceptional academic program in grades TK through 8 that encourages deeper learning through hands-on, inquiry-based, self-directed learning, and collaborative learning in a developmentally appropriate environment. The Charter School will continue to focus on differentiating instruction to meet individual learner needs.

At iLEAD Lancaster, all learners in grades TK-8 have access to a rigorous, standards-based course of study that encourages deeper thinking through:

- Self-directed learning, with learners taking age-appropriate responsibility and exercising autonomy in their daily learning activities;
- Engaging, constructivist, and Project-Based Learning that incorporates the arts, technology, world languages, and health and fitness; and
- Support for learners' social-emotional development.

This charter petition reflects the content required by the California Education Code. The Charter Schools Act requires a charter to describe fourteen (14) required elements in reasonably comprehensive detail. The language of each of the fifteen required elements under Education Code Section 47605 precedes each element described in this petition.

Founding Affiliations and Consultants

The iLEAD California Charters 1 Board of Directors is committed to providing an innovative learning environment in which learners feel safe, supported, and respected as they actively learn and develop both academically and morally. By engaging learners in a rigorous standards-based curriculum, aligned with the Common Core and California State Standards, the Charter School promotes learning for leadership, moral growth, academic growth, the ability to construct knowledge, and individual responsibility in a caring environment. Our ultimate goal is for each and every learner to demonstrate academic excellence, responsible independence, moral integrity, and community leadership as they go forth as self-motivated, competent lifelong learners and successful citizens of the world. The following organizations will assist the iLEAD Lancaster team in successfully operating iLEAD Lancaster .

California Charter Schools Association (CCSA)

iLEAD Lancaster is a member of CCSA, a membership and professional organization serving public charter schools in the State of California. Its mission is to improve student achievement by strengthening and expanding California's quality public charter school movement. CCSA serves its membership and will strengthen the charter school movement through focus in many areas, including member services, providing an array of products, services, expertise and financing tools to strengthen their member schools and allow them to focus on what matters most: school quality and educating students.

Charter School Development Center (CSDC)

iLEAD Lancaster is a member of CSDC. CSDC is the nation's oldest charter school support organization and is a comprehensive resource center for charter schools anywhere in the country. Their leadership training, publications, consulting and membership services offer clients almost 30 years of experience in charter school start-up, operational support and advocacy. CSDC staff are recognized as the leading experts in charter school law, policy, finance, school design, charter authorizing, governance, and personnel. CSDC has assisted with the drafting of charter laws in states across the country and plays a prominent role in the decision making of school reform policy at both the state and national levels.

iLEAD California Charters 1

iLEAD California is the dedicated nonprofit public benefit corporation that has long overseen and

supported the operation of the iLEAD California schools, and will serve as the nonprofit operator of iLEAD Lancaster upon approval of this material revision. Through its central office staff, iCC1 provides comprehensive educational and operational services to the iLEAD schools. iCC1's approach is rooted in the iLEAD methodology, which emphasizes individualized, project-based, and social-emotional learning. iCC1's central team provides instructional development, training, implementation, and assessment support for all students. In addition to instructional support, iCC1 provides expertise in leadership, governance, human resources, information technology, financial management, and school operations. iCC1's mission is to empower individuals to become lifelong learners, empathetic citizens, authentic individuals, and design thinkers. Element D discusses the new organizational structure in detail.

Young Minney and Corr

iLEAD Lancaster's California legal expertise is provided by Young Minney and Corr. Young Minney and Corr represent clients involved in the public sector throughout California, including charter schools and school districts. Charter schools throughout California rely on Young Minney and Corr for advice on

charter development, renewal, incorporation, and other matters. They have experience representing more than 500 charter schools, statewide organizations, and public agencies of every size.

Christy White Associates

Christy White Associates have been successful in maintaining long-term relationships with public school clients. The organization provides top-quality audit, accounting, and consulting services to iLEAD Lancaster.

ELEMENT A (1): EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. [California Education Code Section 47605(c)(5)(A)(i)]

Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. [California Education Code Section 47605(c)(5)(A)(ii)]

Overview

iLEAD Lancaster is a public charter school committed to fostering a dynamic, learner-centered environment that nurtures creativity, collaboration, and critical thinking. Serving students in grades TK-8, iLEAD Lancaster embraces a project-based learning approach that integrates

real-world problem-solving, social-emotional learning, and leadership development.

At iLEAD Lancaster, we believe in the power of inquiry-based education to cultivate curiosity and a lifelong love of learning. Our diverse and inclusive community prioritizes student voice and choice, ensuring that each learner is empowered to take ownership of their educational journey. Through personalized learning plans, hands-on projects, and a strong emphasis on 21st-century skills, we equip students with the tools they need to succeed in an ever-evolving world.

Our educational philosophy is rooted in the principles of deeper learning, fostering collaboration among students, educators, and families. With a deep commitment to innovation, social-emotional growth, and academic excellence, iLEAD Lancaster continues to inspire and empower the next generation of leaders and changemakers.

Mission and Vision

The mission statement of iLEAD Lancaster is “Free to Think. Inspired to Lead.” iLEAD Lancaster is committed to providing a rigorous, relevant, inquiry-based, self-directed, and collaborative learning environment for all learners in grades TK-8 to prepare them for secondary school.

The vision of iLEAD Lancaster is to be a beacon of innovation and creativity, fostering a culture of curiosity and leadership. Our commitment to unlocking the potential of our learners and the communities we serve is unwavering. We believe that by empowering people to become lifelong learners, empathetic citizens, authentic individuals, and design thinkers, we can create a better future for all.

Core Values

At iLEAD Lancaster, we are very intentional about not only the quality of education that our schools provide for our learners but also the environment in which we choose to work. Each of our teammates deserves to work in a welcoming, high-impact environment. For this reason, we hold fast to these core values:

- **Solution-Oriented:** We are solution-oriented and take responsibility for our own development. We identify and address challenges and are proactive to prevent issues from arising. We work independently and collaboratively to achieve our individual and organizational goals.
- **Inclusive Collaboration:** We work respectfully with others toward a common goal. We communicate effectively, listen actively, and appreciate the perspectives and ideas of others. We seek mutually beneficial solutions and consider one another when conflicts arise. We recognize the strengths of our team members and leverage these for the benefit of our organization and community.
- **Commitment to Excellence:** We hold ourselves to high expectations and continued growth. We are dedicated to being innovative, lifelong learners who strive toward achieving results.
- **Servant Leadership:** We lead by example and honor others by considering their needs, seeking first to understand. We create a culture of service, respect, trust, and empowerment that inspires others to achieve their best and contribute positively to our organization and community.
- **Integrity:** We hold true to iLEAD’s mission and vision, demonstrate high moral and ethical standards, consistently act in an equitable, trustworthy, and principled manner, and are respected for our honesty and reliability. We hold our values steadfast in all settings.

- **Empathy:** We lead with the heart. By supporting the needs of others, we create emotional connections, an engaging and positive environment, and a culture of compassion and understanding.

School-Wide Learner Outcomes

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

- **LEAD by being a/an...**
 - **Lifelong Learner**
 - I am a self-directed learner, focused on personal growth and development.
 - **Empathetic Citizen**
 - I seek to understand and appreciate what others are thinking, feeling, or experiencing.
 - **Authentic Individual**
 - I am true to myself, my personality, values, beliefs, and principles.
 - **Design Thinker**
 - I am a creative, imaginative individual who explores original ideas, takes risks, and develops innovative solutions that I share with others.

At iLEAD Lancaster, a commitment has existed to establish a new paradigm in education. The culture is accepting, kind, caring and demonstrates community, which contributes to a better society. The focus on developing empathy fosters an engaging, positive, rich environment. iLEAD Lancaster believes people are natural-born leaders. Opportunities for discovery and wonder to nurture a lifelong love of learning are provided. Success is demonstrated through leadership, self-direction, problem-solving skills, creativity, collaboration, innovation, and service. iLEAD Lancaster embraces stepping out of one's comfort zone to embrace joy, fun, choice, and voice, as well as celebrating that differences contribute to our common humanity. Learners who matriculate from iLEAD Lancaster are well equipped to succeed in high school and beyond, with the knowledge, skills, and mindset to best utilize their high school experience to prepare for the adult world. iLEAD Lancaster provides a rigorous, relevant, and attainable education program based on the Common Core State Standards. iLEAD Lancaster will accomplish its mission and vision through the following best practices:

Educational Approach and School Design

iLEAD Lancaster is a traditional classroom-based charter school that adopts a personalized and project-based-learning approach, tailored to meet the individual needs, skills, and interests of

each learner. Emphasizing a student-centered environment, iLEAD Lancaster encourages learners to actively participate in their educational journey with regular feedback and support from facilitators. The curriculum includes social-emotional learning, fostering well-rounded development, and incorporates global and cultural perspectives to prepare learners as informed global citizens. iLEAD Lancaster promotes community and collaboration through advisory, morning meetings, CTE exploratory courses, rigorous instruction, project design, activities, and field studies.

School Design/Learning Setting

iLEAD Lancaster is a classroom-based charter school rooted in a personalized, project-based learning approach that nurtures each learner's unique needs, strengths, and interests. With a student-centered philosophy at its core, learners are empowered to take ownership of their education, guided by facilitators who provide ongoing feedback and support.

The physical learning environment reflects the school's commitment to collaboration and creativity, with open, flexible classroom spaces—"caves" and shared areas—designed to foster group work, discussion, and inquiry. Every element of the environment is intentionally curated to serve as a teaching tool, supporting curriculum goals and sparking curiosity.

At the core of our program is a standard of excellence, ensuring that rigorous, standards-based academics challenge students to think critically, solve problems, and apply their knowledge in meaningful ways. This is integrated with social-emotional learning and supported through personalized instruction and authentic assessment.

iLEAD Lancaster also views the community as an extension of the classroom. Through strong partnerships, learners engage in real-world learning experiences—such as field studies, community projects, and mentorships—that build social capital and deepen understanding. Family involvement is highly valued, with parents seen as partners in the educational journey.

Technology is thoughtfully integrated across all grade levels, offering tools like virtual reality, AI, 3D modeling, and flight simulators that connect learners to modern innovations and future-ready skills. The Exploratorium and Makery provide hands-on STEM and design-thinking experiences that bring projects to life.

To ensure every learner thrives, iLEAD Lancaster implements a robust Multi-Tiered System of Supports (MTSS), including academic interventions, a full-time social worker, and wraparound services that address the whole child. Enrichment opportunities like clubs, leadership programs, and arts further enhance student engagement and development.

At iLEAD Lancaster, learning is immersive, inclusive, and designed to prepare students not only for academic success but for life beyond the classroom.

Technology

iLEAD Lancaster integrates the ISTE Standards for Students to foster future-ready learning, ensuring that technology is seamlessly embedded into the educational experience. Our approach empowers students to explore, create, and innovate while developing essential digital literacy and problem-solving skills. These standards emphasize creativity, collaboration, research, critical

thinking, and digital citizenship, preparing learners to thrive in an ever-evolving technological landscape.

Technology-Enhanced Learning Environment

Each learner has access to digital devices, which are integrated into daily instruction to support personalized and project-based learning. Our facilitators leverage technology to:

- Develop digital literacy, ensuring learners build proficiency in essential software and platforms.
- Support project-based learning, using interactive tools and real-world simulations.
- Provide scaffolding and differentiation, tailoring instruction to diverse learning needs.
- Enhance feedback and reflection, using digital platforms to facilitate real-time assessment.
- Connect learners globally, fostering collaboration beyond the classroom.

Technology Tools & Resources

Learners gain hands-on experience with industry-relevant tools, such as:

- Google Workspace, Microsoft Office, Adobe Creative Suite, and iOS platforms for productivity and creativity.
- Audio and visual engineering software for digital storytelling and media arts.
- Coding and computational tools, promoting problem-solving through logic and design.
- Research-based educational programs.

Innovative Learning Spaces: The Exploratorium & Makery

At iLEAD Lancaster, learning extends beyond traditional classroom settings. The Exploratorium serves as a fully integrated STEM and media arts learning environment, where students engage in hands-on exploration. Through SmartLab® programs, aligned with Common Core and NGSS standards, learners participate in interactive projects that develop critical thinking and engineering skills.

The Makery provides opportunities for learners to design, prototype, and build using a blend of traditional tools and high-tech equipment like 3D printers, programmable laser cutters, and woodworking tools. Students apply design thinking to bring 3D-rendered models to life, connecting academic learning with real-world problem-solving.

Collaboration & Digital Citizenship

Technology at iLEAD Lancaster is not just about consumption but creation and collaboration. Learners engage in blogs, wikis, social media, and digital storytelling, expanding their

communication skills. Digital citizenship is a core component, ensuring students understand the ethical and responsible use of technology while navigating the interconnected digital world.

Personalized & Connected Learning

Technology enhances personalized learning at iLEAD Lancaster through platforms such as iLEAD Online, offering learners a flexible, project-based digital curriculum. Facilitators use Google Classroom and web-based tools to provide timely feedback, streamline revision processes, and encourage parent involvement in student progress.

By integrating technology into every aspect of learning, iLEAD Lancaster creates a dynamic, student-driven educational experience that fosters creativity, critical thinking, and collaboration, preparing learners to be innovative leaders in a technology-driven world.

Equitable Access

- At iLEAD Lancaster, digital platforms are used both to create more opportunities to challenge accelerated learners who are looking to deepen expertise and learning as well as to help struggling learners to work on fundamental skills.
- iLEAD Lancaster's one-to-one model of instruction ensures each learner has ready access to a device and connection to the internet.

Technology at iLEAD Lancaster encompasses features such as:

- Network infrastructure
- IT infrastructure
- Safety and security
- Devices
- Operations software
- Curriculum, instruction, assessment software, and programs in alignment with iLEAD methodology and MTSS (Tier I, II, III curriculum and support)
- Assistive technology for qualified students with disabilities
- Professional development to enhance facilitator expertise
- Google for Education
- GenAI for facilitators and learners, such as MagicSchool
- Other production software

iLEAD Lancaster uses technology to serve several purposes:

- Develop learners' basic technology proficiency
- Incorporate exciting, real-world curricula
- Provide scaffolds and differentiation for learning
- Enhance learners' and facilitators' channels for feedback, reflection, and revision
- Connect learners and facilitators with other learners and resources around the globe
- Expand opportunities for facilitator learning and parent/guardian involvement
- Develop real-world industry-relevant technology skills
- Collaborate as a staff
- Execute LCAP actions and measure progress

Technology use is reviewed and updated annually in the Employee Guidebook and Family Guidebook to ensure that effective and ethical use in the school aligns with current legislation and evidence-based best practices.

Parent/Guardian/Family Involvement

Outreach, leadership, and staff offer multiple ways for educational partners to engage in and contribute to the school community. Through family groups, volunteer opportunities, family education initiatives, and outreach strategies, the school ensures that parents/guardians and families are valued and have the opportunity to contribute to the school's vision and mission. The school also conducts an annual survey for input on the school and its programs. Historically, parent/guardian survey data demonstrates strong support of the program. Annually, data from surveys, board meetings, School Site Council meetings, ELAC meetings, and iSUPPORT meetings are reviewed and utilized to inform LCAP actions and budget to ensure that educational partners' voices are included in ongoing continuous improvement efforts. Parents/guardians are highly encouraged to volunteer at school community gatherings, but parental involvement is not a requirement for acceptance to, or continued enrollment at, iLEAD Lancaster.

iLEAD Lancaster communicates with parents/guardians about learner progress on an ongoing basis as parents/guardians interact with facilitators, counselors, and administrators informally and by request, as well as by using web-based technology. Additionally, iLEAD Lancaster holds learner-led conferences and issues reports of progress at least two times per year and sends annual reports to educational partners. iLEAD Lancaster emails newsletters to families and staff. iLEAD Lancaster implements policies and practices that promote effective communication between parents/guardians, facilitators,

counselors, and administrators, setting expectations for the timeliness of responses, the manner in which conflicts will be resolved, as well as staff training to minimize conflicts, such as equity training, effective communication strategies, and harassment prevention.

School Calendar and Instructional Minutes

iLEAD Lancaster's school year, complying with the requirements set forth in CA Education Code, is 175 days long. iLEAD Lancaster observes all federal holidays and will closely align winter break, spring break, and other pupil-free days to other iLEAD schools. The schedule allows iLEAD Lancaster to offer, at a minimum, the following number of minutes of instruction to pupils in the following grades:

- TK/Kindergarten: 36,000 minutes
- 1st-3rd: 50,400 minutes
- 4th-8th: 54,000 minutes

Attached in Appendix A, the current school year calendar outlines instructional days for learners.

Independent Study

iLEAD Lancaster offers a small independent study program. iLEAD Lancaster adheres to CDE regulations and requirements for independent study programs at charter school sites and

California Education Code §47612.5 and §51744 *et seq.* For purposes of calculating Average Daily Attendance for classroom-based instruction apportionments, at least 80 percent of the instructional time offered by the charter school shall be at the school site, and iLEAD Lancaster shall require the attendance of all pupils for whom a classroom-based apportionment is claimed at the school site for at least 80 percent of the minimum instructional time required to be offered pursuant to paragraph (1) of subdivision (a) of the California Education Code §47612.5. If iLEAD Lancaster offers non-classroom-based instruction in excess of 20% of its total instructional minutes authorized in California Education Code §47612.5(e)(1), then iLEAD Lancaster is subject to the determination for funding requirement of §47634.2. iLEAD Lancaster shall submit a request to the District for material revision in the event it surpasses the 20% threshold for non-classroom-based instructional minutes.

iLEAD Lancaster shall not charge any fees for learners to enroll or participate in the independent study Program and shall ensure that independent study is an optional educational alternative in which no pupil may be required to participate.

Description of Learners Who Are Eligible to Participate in the Program

The independent study program provides a high-quality learning experience to learners for whom the daily requirements of a traditional school setting are less appropriate or not feasible. For the non-traditional learner, the independent study program provides an opportunity for comprehensive resources, offering core academics tailored for the individual.

All iLEAD Lancaster classes are taught and supervised by appropriately credentialed facilitators per EC 51747.5(a) who are part of the iLEAD Lancaster teaching staff. iLEAD Lancaster complies with the pupils-to-certificated-employee ratio and will meet the requirement related to the ratio of ADA-to-FTE certificated employees as prescribed under Education Code 51745.6(a).

Independent study allows for flexible and individualized pacing, as determined by the educational facilitator. It is believed that academic success results from establishing course benchmarks, monitored and communicated weekly among learner, facilitator, and parent. Learners are encouraged to meet with facilitators weekly and turn in all assignments on time. Learners understand they are responsible for viewing assignments and completing them based on the work assigned by the educational facilitator. In between monthly learning period meetings, learners communicate with teachers and staff via email and phone.

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

The iLEAD California Charters 1 Board of Directors monitors and reviews the independent study board policy which can be found on their website.

Attendance and Absences in Independent Study

Learners are accountable to meet with facilitators to turn in work and complete assessments that demonstrate mastery of standards. For purposes of attendance accounting, iLEAD Lancaster will comply with all independent study requirements of the California Department of Education to

assign attendance credit. iLEAD Lancaster shall use the time value method of attendance accounting prescribed in EC 51747.5(b). iLEAD Lancaster may claim apportionment credit for independent study only to the extent of the time value of student work products, as personally judged in each instance by the certified teacher per EC 51747.5(b).

Policy and Written Agreement

iLEAD Lancaster’s independent study and truancy policy outlines the procedures for eligible students to enroll in independent study programs, detailing the structure of these programs, including the roles of teachers, student-teacher ratios, and eligibility criteria. The policy mandates a written independent study agreement for each student, which specifies expectations, timelines, evaluation methods, and support services, and must be signed by the student, parent/ guardian, and supervising teacher. This agreement also outlines the process for monitoring student progress, addressing academic challenges, and defines parameters for student success, including assignment completion timelines, tolerance for missed assignments, and the frequency of live interaction and synchronous instruction based on grade level. To ensure accountability and transparency, the agreement details the process for submitting assignments, reporting progress, setting learning objectives, evaluating student work, and providing necessary resources. The agreement specifies the duration of the independent study period along with the expected academic outcomes, such as credits earned or other appropriate measures.

Educational Philosophy

iLEAD Lancaster’s vision, mission, and values exemplify its educational design and philosophy, which aim to provide a rigorous, relevant, attainable education for the school’s target population that prepares them for success in the 21st century. Through intentional design, iLEAD Lancaster has implemented a model that brings to life the constructivist philosophy.

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

iLEAD Lancaster serves a diverse student population of learners in grades TK-8 reflective of the District, encompassing a broad range of ethnic, cultural, and linguistic backgrounds. The school welcomes learners of all academic levels, including advanced students, those facing academic challenges, students with special needs, English Learners, and individuals with diverse learning styles.

Drawing students from across the Antelope Valley and surrounding areas, iLEAD Lancaster provides an inclusive, supportive environment that fosters academic and personal growth. Its innovative instructional approach is particularly effective for learners who may not have thrived in traditional classroom settings, offering personalized, project-based learning experiences that align with their unique strengths. Additionally, iLEAD Lancaster attracts learners with an entrepreneurial mindset, eager to be at the forefront of innovation and change.

iLEAD Lancaster has demonstrated consistent enrollment since opening.

	2024-2025	2025-2026	2026-2027
Projected Enrollment	771	771	771

What It Means to Be an Educated Person in the 21st Century

In today's global marketplace, being educated means continuously learning and adapting. Learners need flexible thinking and coping skills, moving beyond rote memorization to become creators and problem-solvers. They must think critically, apply knowledge in new contexts, and navigate a politically and economically interconnected world, valuing diversity and effective communication.

A 21st-century educated person requires a strong foundation in language arts, mathematics, science, and social sciences. Beyond core academic content, an emphasis in arts integration as a means to bridge learning gaps and increase academic engagement is critical in the 21st century. Learners need critical thinking skills to solve problems as well as the willingness to take risks. Practical abilities to define problems, find solutions, and implement them are essential.

To be educated in the 21st century means more than mastering academic subjects. It encompasses developing a robust set of life skills, including critical thinking, problem-solving, creativity, and communication. Students must become adept at navigating a rapidly changing world, collaborating effectively, and demonstrating mental and physical well-being. Furthermore, a 21st-century education cultivates global citizenship, ethical decision-making, and a lifelong passion for learning, preparing individuals to be not only knowledgeable but also adaptable, empathetic, and engaged contributors to society.

Being educated in the 21st century requires a deep understanding of digital citizenship and leadership. This means navigating the digital landscape with responsibility, respect, and critical thinking. Students learn to protect their online identities, discern credible information, and communicate effectively in digital spaces. Beyond responsible consumption, they develop the skills to create and share content ethically, fostering positive online communities. Digital leadership involves using technology to solve problems, inspire others, and drive positive change, making students not just consumers but active and responsible contributors to the digital world.

At iLEAD Lancaster, the following Learner Outcomes have been defined and aligned with the definition of what it means to be an educated person for the 21st-century global economy:

- **LIFELONG LEARNER:** I am a self-directed learner, focused on personal growth and development.
 - Demonstrate a sense of wonder and curiosity
 - Initiate learning for professional and personal fulfillment
 - Apply academic knowledge and skills successfully
 - Identify strengths and areas for growth
 - Persist through difficulties
 - See risks as opportunities to fail forward
- **EMPATHETIC CITIZEN:** I seek to understand and appreciate what others are thinking, feeling, or experiencing.
 - Embrace diverse cultures, beliefs, and unique perspectives
 - Impact the local and global community responsibly
 - Listen, speak, and act with empathy and respect
 - Seek a diversity of opinions and perspectives

- Show respect for the ideas, opinions, values, and feelings of others
- **AUTHENTIC INDIVIDUAL:** I am true to myself, my personality, values, beliefs, and principles.
 - Seek opportunities to bring my unique gifts to the world
 - Explore personal dreams and passions
 - Speak opinions honestly in a healthy, respectful way
 - Demonstrate actions that match words, beliefs, and values
 - Nurture my mind, body, and emotional health
- **DESIGN THINKER:** I am a creative, imaginative individual who explores original ideas, takes risks, and develops innovative solutions that I share with others.
 - Use the design process to solve problems and create products
 - Explore multiple possibilities
 - Challenge the status quo
 - Seek to continually improve processes and products
 - Employ an entrepreneurial spirit
 - Use the arts for creative expression

By cultivating lifelong learners who possess empathy, authenticity, and a design thinking mindset, iLEAD Lancaster empowers individuals to become engaged and compassionate citizens. Through creative exploration and problem-solving, learners develop the critical thinking and innovation skills necessary to thrive in an ever-changing world. This positions them as future leaders capable of addressing complex challenges with empathy and creativity. Ultimately, this prepares learners to become leaders who can address complex challenges with empathy and creativity.

How Learning Best Occurs

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

In order to support all learners, including those with disabilities, English Learners, or learners who struggle to succeed in school, high expectations for their success are clearly communicated. Targeted support is provided to achieve the stated goals, and meaningful opportunities are provided for learners to demonstrate their accomplishments and successes. Multi-tiered systems of support allow learners to retain concepts and skills that are delineated in the state standards and, even more importantly, to be equipped to handle the challenges of the future.

Project-Based Learning (PBL)

Project-based learning encourages all students to develop into competent lifelong learners. Project-based Learning (PBL) is the teaching methodology that connects rigorous state standards to actively engage learners by challenging them to deeply investigate a complex question, problem, or challenge. Then from this deep investigation, learners create and publicly present a unique authentic response that demonstrates mastery of learning. This develops deeper learning required for success in college, career, and civic life. Through the PBL methodology, learners develop the skills, aptitudes, and attitudes necessary to discover their own path and lead the way

into the future. The development of rigorous, authentic projects helps learners bridge the gap between simply remembering instructions and becoming independent lifelong learners.

Individualized Learning

Individualized learning is an educational approach that tailors the learning experience to address the whole child. Developmentally appropriate educational programming focuses on the unique needs, abilities, and interests of each learner. It recognizes that individuals have distinct learning styles and pacing needs and aims to create a personalized learning experience to optimize their educational outcomes. Through the use of a wide variety of technology, materials, activities, and assessments, individualized learning provides learners with voice and choice in their educational program. This allows them to progress at their own speed, experience inquiry-based deeper learning, and receive targeted support where needed. This learner-centered approach promotes autonomy, engagement, and mastery by acknowledging and addressing the diverse needs of each learner.

To that end, iLEAD Lancaster's methodology provides ample opportunity for learners to develop into self-motivated learners through individualized learning components:

- **Individualized Learning Plans (ILPs):** In the fall, learners and facilitators create ILPs that generate individual academic, social-emotional, and career-connected learning goals. Each learner, their family, and their facilitator work together to monitor the ILP and make adjustments as needed. The primary goal of the ILP is to ensure that each child is treated as an individual and, therefore, will be working toward attainable goals appropriate to their individual development.
- **Learner-Led Conferences (LLCs):** In late winter, learners lead their family and facilitator through a protocol that checks in on progress on the ILP and reflects on progress of the Learner Outcomes. LLCs help ensure that learners are accountable to their families, their facilitators, and

the school community as a whole. Learners take ownership of their learning journey thus far and ensure they have a plan for success in the spring to achieve their ILP goals.

- **Learning Showcase:** In spring, learners develop their skills, through the communication of high expectations, public display of meaningful work, and opportunities to showcase talents in modalities that best suit learners' distinct learning styles in a year-end celebration and reflection. These showcases serve as a summative reflection on achievement of ILP goals.
- **Weekly Morning Meeting/Advisory:** Morning Meetings and Advisory are key strategies for developing the whole child, for individualizing the educational program, and for creating a supportive school environment. Through the Morning Meeting/Advisory, learners and facilitators develop closer relationships, creating a safe space for activities such as social-emotional and personal and academic skill-building and goal-setting, and career-connected learning. Morning Meeting/Advisory provides the learners and facilitators with a space to connect and discuss their school community, working collaboratively to address any challenges for individual learners, the classroom, or the school community as a whole. The Morning Meeting/Advisory is used to facilitate every child's participation in the school's decision-making process. The meetings provide time for facilitators to announce upcoming activities and classroom guests.

Social and Emotional Learning (SEL)

Social and Emotional Learning (SEL) teaches learners to manage their emotions, resolve conflict, and make responsible and well-thought-out decisions. iLEAD Lancaster's core values lead learners to develop skills like social awareness, self-management, regulation of emotions,

and self-awareness early so they can begin to weave these abilities through every facet of their lives. SEL at iLEAD Lancaster encompasses the following:

- **7 Habits of Highly Effective People:** Stephen Covey's best-selling book *The 7 Habits of Highly Effective People* has been influential in the shaping of iLEAD's approach to lifelong learning. Regular implementation of these habits is encouraged to support positive interactions with oneself and others.
- **Restorative Practices:** Restorative practices shift the focus from punishment to repairing harm and building relationships. Instead of traditional disciplinary actions, these practices prioritize dialogue, empathy, and accountability. Through techniques like community circles and restorative conferences, students and educators work together to address conflicts, understand the impact of actions, and create solutions that promote healing and a positive school climate. Restorative practices aim to foster a sense of belonging, responsibility, and conflict resolution skills, ultimately leading to a more supportive and inclusive learning environment for all students.
- **Love and Logic:** Love and Logic is a discipline and classroom management approach emphasizing strong relationships between facilitators and learners. It focuses on setting clear limits with empathy, allowing students choices within those limits, and using natural and logical consequences. By empowering students to make decisions and experience the outcomes, this method aims to foster responsibility, problem-solving skills, and self-discipline. Teachers using Love and Logic often create a classroom environment where learners feel cared for, respected, and motivated to learn, reducing power struggles and promoting a positive learning atmosphere.

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

Our methodology differentiates hands-on instruction, where learners come to understand that they can achieve, thereby developing confidence and motivation to learn. iLEAD Lancaster faculty utilizes "backwards design" and focuses on learner achievement data to ensure that learning objectives are met. Learners reflect on their own learning, helping them understand how they learn best and developing critical competencies in their learning processes and outcomes. They actively participate in their education, seeing its relevance and application in their daily lives. Beyond mastering specific skills and knowledge, learners develop a lifelong ability to continue learning.

Teaching Methodologies

iLEAD Lancaster's educational design and philosophy are consistent with the school's vision, mission, and core values. iLEAD Lancaster's design focuses on the iLEAD Methodology, which houses three crucial teaching methodologies: Social-Emotional Learning, Project-Based Learning, and Individualized Learning. These powerful learning experiences foster self-motivation and self-directedness, as learners discover and develop their uniqueness, while striving to become competent lifelong learners. The unique needs of all learners are addressed through the iLEAD Methodology, with multi-tiered systems of support for English Learners, foster/homeless youth, students with disabilities, and learners with various learning styles. In this constructivist relationship, teachers are facilitators of learning and students are learners. For this reason, teachers are labeled "facilitators" and students, "learners."

Project-Based Learning Design Elements and Teaching Practices: iLEAD Lancaster's Instructional Approach to Teaching and

Learning

Project-Based Learning at iLEAD Lancaster encompasses the following.

- School Culture of PBL: A school culture of project-based learning prioritizes student inquiry, collaboration, and real-world problem-solving beyond the classroom. Operations, facilities, academics, extracurriculars, and family/community connection are learner-centered. School programs foster exploration and critical thinking rather than solely delivering information. This approach supports PBL in the classroom as an authentic and meaningful experience.

Project-Based Teaching Practices:

- Design and Plan: Facilitators create and adapt a project for their context and students, and they plan its implementation from launch to culmination while allowing for some degree of student voice and choice. A unique Design Guide aligned to the PBL wheel ensures projects are high quality.
- Align to the Standards: Facilitators use standards to plan projects and make sure they address key knowledge and understanding from the subject areas to be included. Project-based learning is rigorous learning. Pacing guides, curriculum, and high expectations of rigorous instruction ensure PBL aligns with the standards.
- Build the Culture: Facilitators explicitly and implicitly promote learner independence and growth, open-ended inquiry, team spirit, and attention to quality.
- Manage Activities: Facilitators work with the learners to organize tasks and schedules, set checkpoints and deadlines, find and use resources, create products, and make them public.
- Scaffold and Differentiate Learning: Facilitators employ a variety of lessons, tools, and instructional strategies to support learners in reaching project goals. Differentiation for English Learners, students with disabilities, and learners needing Tier II and III interventions occurs.
- Assessing Learning: Facilitators use formative and summative assessments of knowledge, understanding, and success skills and include self and peer assessment of team and individual work. The philosophy of beautiful work in project-based learning emphasizes creating high-quality, meaningful, and visually appealing products. This goes beyond simply completing an assignment; it encourages students to take pride in their work and strive for excellence.
- Engage and Coach: Facilitators engage in learning and creating alongside students and identify when they need skill-building, redirection, encouragement, and celebration.

Curriculum and Instruction

iLEAD Lancaster's curriculum model is rooted in a learner-centered, project-based approach that nurtures creativity, critical thinking, and collaboration. Our curriculum is designed to cultivate academic excellence while fostering social-emotional growth, empowering learners to take ownership of their learning journey. Through rigorous, standards-aligned projects that connect to real-world experiences, learners develop the skills needed to succeed academically and contribute meaningfully to their communities.

At iLEAD Lancaster, learning is personalized, meaningful, and inquiry-driven. Our instructional model emphasizes:

- **Project-Based Learning (PBL):** Engaging learners in authentic, interdisciplinary projects that encourage problem-solving, creativity, and curiosity.
- **Social-Emotional Learning (SEL):** Integrating practices that support emotional intelligence, empathy, and resilience, ensuring that learners develop a strong sense of self and positive relationships with others.
- **Leadership Development:** Instilling confidence, responsibility, and a sense of agency in learners, empowering them to take initiative and make positive contributions within their school and community.

iLEAD Lancaster offers a dynamic and standards-based curriculum that engages learners through a variety of instructional methodologies tailored to meet the diverse needs of learners. Rooted in the iLEAD Methodology, the curriculum is designed to promote critical thinking, communication, and collaboration while helping learners make meaningful connections between academic content and real-world applications.

Our curriculum, built on the foundation of the Common Core State Standards, integrates elements that align with Standards for Career Ready Practice, ISTE Standards, and the National Standards for Quality Online Teaching, ensuring a cohesive and rigorous learning experience. Each unit and lesson is

intentionally crafted to foster inquiry, creativity, and problem-solving, empowering learners to take ownership of their academic and personal growth.

iLEAD Lancaster facilitators play a vital role in maintaining the integrity and effectiveness of the curriculum by individualizing learning experiences to meet the diverse needs of their learners. While utilizing state-approved curriculum as the foundation, facilitators adapt and personalize instruction to ensure that content is accessible, engaging, and aligned with each learner's strengths, interests, and areas for growth.

Facilitators collaborate regularly in grade-level and department teams, where they share best practices, analyze performance and assessment data, and refine instructional approaches to meet the needs of all learners. This ongoing collaboration ensures both horizontal and vertical alignment of the curriculum across grades and subject areas, fostering continuity and coherence in the learning experience.

In alignment with Multi-Tiered System of Supports (MTSS), facilitators continuously monitor and adjust instruction based on data, incorporating a variety of research-based strategies to support academic achievement and social-emotional growth. This reflective and responsive approach ensures that the curriculum remains dynamic, effective, and aligned with iLEAD Lancaster's commitment to nurturing self-directed, lifelong learners.

At iLEAD Lancaster, instructional strategies are thoughtfully designed to connect curriculum, projects, and assessment data, ensuring that learners receive individualized support that meets their unique needs. Facilitators create engaging, hands-on learning experiences that encourage collaboration, critical thinking, and creativity, empowering learners to take ownership of their academic journeys. Through differentiated instruction and project-based learning, facilitators

provide meaningful opportunities for learners to apply their knowledge in real-world contexts, fostering deeper understanding and skill development.

iLEAD Lancaster is committed to providing ongoing professional development that equips facilitators with the latest evidence-based instructional strategies. Regular staff meetings, collaborative planning sessions, and annual trainings ensure that facilitators remain current on best practices that engage, motivate, and empower learners. Facilitators work together to analyze and prioritize Common Core State Standards (CCSS), align assessments, and design instructional activities that promote mastery of these standards.

As part of a **Multi-Tiered System of Supports (MTSS)**, iLEAD Lancaster implements a tiered approach to ensure all learners receive the appropriate level of support:

- **Tier I: High-Quality Core Instruction**
All learners receive differentiated, high-quality instruction in core subjects that promotes active, hands-on learning. Strategies include small-group instruction, graphic organizers, positive behavior reinforcement, and regular formative assessments that allow facilitators to adapt their approach and meet the needs of diverse learners.
- **Tier II: Targeted Support**
Learners who do not meet grade-level expectations despite receiving Tier I instruction are provided with targeted support in small-group settings. Facilitators deliver intervention curriculum with explicit instruction tailored to specific learning needs. Progress monitoring is conducted to assess effectiveness and determine whether adjustments or increased support are required. Intervention staff, counselors, and facilitators work collaboratively to ensure consistent and effective Tier II implementation.
- **Tier III: Intensive Individualized Intervention**
For learners who continue to struggle despite Tier I and Tier II interventions, Tier III instruction provides intensive, individualized support beyond the regular classroom setting. Facilitators, intervention specialists, and other develop and implement personalized intervention plans designed to address the unique needs of each learner.

iLEAD Lancaster carefully selects instructional materials and methods that align with state standards, learner outcomes, and the school's educational philosophy. Materials are chosen to promote active, purposeful engagement, allowing learners to "show what they know by doing." Facilitators select materials that integrate curriculum across disciplines, enhancing learning through authentic, real-world connections. For example, historical fiction may be used to deepen learners' understanding of social studies content. Supplemental resources are also used to differentiate instruction and meet the varying needs of learners, ensuring that all learners have the tools they need to succeed.

By integrating a rigorous, relevant, and responsive instructional model, iLEAD Lancaster empowers learners to achieve academic excellence while developing the critical thinking and problem-solving skills they will need to thrive in an ever-changing world.

iLEAD TK-8 Curriculum

Transitional Kindergarten

ELA: The ELA curriculum focuses on foundational skills in listening, speaking, reading, and writing. Early vocabulary and grammar activities help learners understand and use a variety of words and categories. Learners will engage in phonological awareness activities, such as blending and segmenting words, focusing on sounds and syllables. They are introduced to print concepts, appropriate book handling, print conventions, and the understanding that print carries meaning, which are essential for understanding the structure of texts.

Alphabets and word recognition are emphasized through activities that help learners recognize their names, common words, and the sounds of letters, supporting the kindergarten goal of recognizing all uppercase and lowercase letters and understanding phonics. Comprehension skills are developed through guided activities that involve analyzing details in stories and informational texts.

Math: In TK, learners recite numbers to 20, recognize and name some numerals, and count up to 10 objects. They engage in activities comparing groups, understanding that adding or subtracting one changes the quantity, and solving simple addition and subtraction problems. They also represent addition and subtraction in various ways, decompose numbers up to 10, find pairs that sum up to 10, and fluently add and subtract within 5.

Learners engage in hands-on activities for sorting and classifying objects, recognizing and creating patterns, building a foundation for classifying objects, counting within categories, and sorting by count. Learners identify, describe, and construct various shapes, combining them to create designs. They

describe objects using shape names, correctly identify shapes regardless of size or orientation, distinguish between two- and three-dimensional shapes, and compose simple shapes into larger forms.

Science: The TK science curriculum nurtures curiosity and foundational scientific skills. Learners ask questions, observe and describe objects and events, and use various observational tools. They compare and contrast objects, make predictions, and demonstrate inferences.

Learners explore changes in objects and materials, understanding that water can exist as a liquid or solid and can change forms. Activities focused on animal and plant characteristics enhance their ability to categorize and understand body parts and processes.

Investigating earth materials like sand and rocks lays the foundation for understanding mountains, rivers, and oceans. Early weather observations help students describe weather changes and their effects on daily life, plants, and animals, fostering an understanding of seasonal patterns.

Social Studies: TK learners develop an understanding of cultural, ethnic, and racial identity, promoting interest in diversity. They learn about national and state symbols and icons, exploring their identities and respecting others’.

Students develop relationships, understand mutual responsibilities, follow rules like sharing and

taking turns, and recognize the consequences of their actions. Activities highlighting various adult roles and occupations lay the foundation for understanding different jobs.

Group activities teach decision-making, respect for others' views, responsible conduct, and empathy. These experiences prepare them to understand American and world history, recognizing values like honesty, courage, and determination through stories and folklore.

Early activities exploring family history, holidays, and American legends help children understand history's connection to past events, people, and places. They also create drawings, maps, and models, use globes to distinguish land from water, identify traffic symbols, and build neighborhood maps.

Kindergarten

ELA: Learning new language skills is a hallmark of kindergarten and a primary focus in our ELA curriculum. Learners are introduced to the alphabet and its role in reading, practicing rhyming, matching words with beginning sounds, and blending sounds into words. These activities are crucial steps toward learning to read and spell correctly. Expanding students' vocabulary is also key to their ability to read and comprehend books and stories. Learners will begin to experiment with writing, using a combination of drawing, dictating, and writing letters to express information, ideas, and feelings.

All incoming kindergarten students receive universal screening for reading difficulties, including dyslexia, utilizing state approved assessment tools. This screening continues, annually, for all students through the second grade.

Math: Learners will use numbers, including written numerals, to represent quantities and solve problems. They will count objects, compare sets or numerals, and model simple addition and subtraction with objects and equations. They will develop strategies for answering quantitative questions, such as recognizing small sets, counting to produce sets of specific sizes, and determining remaining quantities after some are removed.

Learners will explore geometric concepts by identifying, naming, and describing basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, as well as three-dimensional shapes,

such as cubes, cones, cylinders, and spheres. They will use these shapes and spatial reasoning to model objects and construct more complex shapes in their environment.

Science: Learners engage in exploring fundamental scientific concepts through inquiry and hands-on activities. They learn to ask questions such as "What happens if you push or pull an object harder?" and "Where do animals live and why?" They also explore weather patterns and changes, investigating how today's weather compares to yesterday's. Through basic engineering challenges, learners use their understanding of forces and materials to design and build solutions. They engage in the engineering design process, including asking questions, developing models, planning investigations, and testing their ideas.

Social Studies: Learners begin the study of history/social science with concepts anchored in the experiences they bring to school from their families and communities. They explore being a good citizen, national symbols, work now and long ago, geography, time and chronology, and life in the past.

1st Grade

ELA: Learners will develop greater independence as readers and writers. They will build upon their foundational skills by learning and practicing rules for recognizing phonemes and decoding more complex words. These essential skills are critical for developing proficient readers capable of comprehending a wide range of texts. Learners will engage in activities that foster critical thinking about their reading materials, discussing the main ideas of simple stories. In their writing and speaking, learners will focus on using language appropriately, including the use of complete sentences and the accurate spelling of words.

Math: Learners develop a solid grasp of addition and subtraction, learning strategies to solve problems within 20. This includes both practical exercises and mental math techniques to enhance their computational skills. In addition, learners explore whole number relationships and place value, understanding the concept of grouping numbers into tens and ones. Students also learn about linear measurement, measuring lengths by iterating length units. Learners reason about the attributes of geometric shapes, practicing how to compose and decompose these shapes.

Science: Learners study waves, light and sound, structure, function, and information processing, space systems, patterns and cycles, and engineering design. Learners build on their foundational science skills by exploring the relationships between materials, light, and living things. They engage with questions like “What happens when materials vibrate?” and “How do plants and animals meet their needs to survive and grow?”

Social Studies: Learners are ready to learn more about the world they live in, about the choices they make, and about their responsibilities to other people. They begin to learn how necessary it is for people and groups to work together and how to resolve problems through cooperation. Learners’ expanding sense of place and spatial relationships provides readiness for new geographic learning and a deeper understanding of chronology.

2nd Grade

ELA: Learners will continue to enhance their skills in reading, writing, speaking, and listening. Building on their foundational knowledge, learners will practice matching sounds to letters and explore new concepts, such as understanding and identifying words with shared roots (e.g., “add” and “additional”),

to help them infer the meanings of unfamiliar words. Writing becomes an engaging way for learners to apply newly learned vocabulary and phrases, allowing them to express their ideas more effectively. As they develop their writing and speaking skills, 2nd graders will learn to distinguish between formal and informal uses of English and will demonstrate increasing accuracy in spelling most words correctly in their written work.

Math: In 2nd grade, a primary focus is on extending understanding of base-ten notation. Building fluency with addition and subtraction is another critical goal. Learners will practice adding and subtracting two-digit numbers quickly and accurately. They will also enhance their ability to solve addition and subtraction word problems, developing strong computational skills and confidence in their math abilities. Using standard units of measure is another key focus. Learners will gain hands-on experience measuring length, weight, and volume, helping them

apply these concepts to real-world situations. They will describe and analyze shapes, exploring the properties and attributes of two-dimensional and three-dimensional shapes. This will improve their spatial reasoning and geometric understanding, enabling them to solve problems involving shapes.

Science: Learners study structure and properties of matter, interdependent relationships in ecosystems, Earth's systems, processes that shape the Earth, and engineering design. Learners will deepen their scientific understanding by exploring land changes, material properties, plant needs, and the diversity of life. They will seek answers to questions like "How does land change, and what causes these changes?" and "What do plants need to grow?"

Social Studies: Learners will study about people who make a difference in their own lives and who have made a difference in the past. They develop their own identities as people who have places in their communities. Learners will identify people who make a difference by studying the families and people they know. Learners can also make a difference by engaging in service learning to improve their school or community.

3rd Grade

ELA: Third grade is a pivotal year for students, where learning to read with fluency and confidence will establish a strong foundation for their future academic success. Through the implementation of effective reading strategies, learners will become proficient in decoding multisyllabic words, enabling them to comprehend more complex texts. They will also begin to understand that words can have figurative meanings (e.g., "a piece of cake") and relationships to other words (e.g., "company" and "companion"). This deeper recognition and understanding of words will empower students to read increasingly challenging stories and books, expanding their knowledge of the world. Learners will be able to write clear and coherent sentences and paragraphs on a variety of topics, utilizing an expanding vocabulary.

Math: Learners will develop an understanding of multiplication and division. They will learn strategies for solving multiplication and division problems within 100, enhancing their ability to perform these operations accurately and efficiently. In addition, learners will work to understand fractions, with an emphasis on unit fractions (fractions with numerator 1). They will explore the concept of fractions and learn to represent and compare them, building a strong foundation for future work with more complex fractions. Learners will study the structure of rectangular arrays and the concept of area. They will develop an understanding of how to calculate the area of rectangular shapes and recognize the importance of area in real-world contexts. Additionally, learners will describe and analyze

two-dimensional shapes. They will learn to identify, compare, and classify shapes based on their attributes, enhancing their geometric reasoning and spatial understanding.

Science: Learners will study forces and interactions, interdependent relationships in ecosystems, inheritance and variation of traits, life cycles and traits, and weather and climate. Learners will explore how weather patterns, organism traits, environmental changes, and forces impact the natural world. They will seek answers to questions like "What is typical weather in different regions and seasons?" and "How do changes in the environment affect organisms?"

Social Studies: Learners will engage in thinking about continuity and change in their local

community. In exploring their local community, learners will have an opportunity to make contact with times past and with the people whose activities have left their mark on the land by asking questions, reading, and analyzing multiple texts, including primary and secondary, engaging in speaking and listening activities, and writing a variety of texts. Learners will build on their knowledge of geography, civics, historical thinking, chronology, and national identity.

4th Grade

ELA: In 4th grade, building the stamina and skills to read challenging fiction, nonfiction, and other materials is fundamental. Learners will continue to expand their knowledge of the world and build their vocabulary by engaging with more complex stories, poems from diverse cultures, and a wide range of books covering history, science, art, and music. Fourth graders will make significant strides in their ability to explain both explicitly stated and implied details from their readings. Learners will become adept at writing effective summaries, book reports, and detailed descriptions of characters or events, all while using correct grammar and punctuation.

Math: Learners will deepen their understanding of place value to grasp multiplication and division, including operations with multi-digit numbers. They will explore fractions by examining equivalency, unit fractions, and operations such as addition, subtraction, and multiplication. They will understand simple decimals in relation to fractions. Learners will use whole-number arithmetic to solve word problems, including those with remainders and measurements, and practice quick and accurate calculations with numbers up to one million. They will also describe, analyze, and classify two-dimensional shapes, measure and find unknown angles, enhancing their geometric reasoning and spatial understanding.

Science: Learners will study energy, waves, waves and information, structure, function, and information processing, plants and animals, Earth's systems, processes that shape the Earth, and engineering design. Learners will investigate various scientific concepts, including the nature of waves, Earth's changing features, energy, and the structures of plants and animals. They will seek answers to questions like "What are waves, and how do they move objects?" and "How can different forces change the land?"

Social Studies: Learners will understand that the history of California is rich with ethnic, social, and cultural diversity, economic energy, geographic variety, and growing civic community. The study of California history in the fourth grade provides students with foundational opportunities to learn in depth about their state, including the people who live in it, and how to become engaged and responsible citizens.

5th Grade

ELA: In 5th grade, learners will read widely and deeply from a range of high-quality, increasingly challenging fiction and nonfiction from diverse cultures and time periods. They will build knowledge on various subjects through research projects and develop the ability to respond analytically to both literary and informational sources. This approach is crucial for their continued academic success.

Learners will write stories and essays that span several paragraphs, dedicating significant time and effort to producing numerous written pieces throughout the year. This practice will help them gain mastery over many conventions of grammar, usage, and punctuation, while also enhancing their ability to communicate effectively.

Math: Learners will develop a deep understanding of fractions, including fluency with addition and subtraction, and understanding multiplication and division in various contexts. They will extend their knowledge of division to include two-digit divisors, integrate decimal fractions into the place value system, and understand operations with decimals to the hundredths place. Additionally, learners will explore and understand volume, enhancing their spatial reasoning and geometric understanding. These concepts will be reinforced through problem-solving activities and practical applications, allowing learners to connect their mathematical knowledge to real-world situations.

Science: Learners study structure and properties of matter, matter and energy in organisms and ecosystems, Earth's systems, space systems, stars and the solar system, and engineering design. Learners will delve into questions about matter, ecosystems, energy, and celestial patterns. They explore concepts such as "Does matter's weight change when it changes form?" and "How does energy from food support organisms?"

Social Studies: Learners study the story of the development of the United States, with emphasis on the period up to 1800. This course of study focuses on the creation of a new nation that would be peopled by immigrants from all parts of the globe and governed by institutions influenced by a number of religions, the ideals of the Enlightenment, and concepts of self-government.

6th Grade

ELA: Learners will read closely to comprehend longer, more challenging books and articles. They will learn to analyze how authors attempt to influence readers and identify the reasons and evidence supporting their ideas. This focus on understanding authors' techniques will help learners improve their writing and speaking, enhancing their clarity and coherence.

Learners will develop a rich vocabulary of complex and sophisticated words and use them to speak and write more precisely and coherently. Achieving these literacy goals requires learners to pay close attention to precise details in both their reading and writing.

Math: Learners will develop a deep understanding of ratios and rates, learning to solve problems involving proportional relationships. They will learn to divide fractions and solve related word problems, enhancing their ability to work with fractions in various contexts. Learners will also work with positive and negative numbers to describe quantities, understand ordering, and calculate absolute values. In algebra, they will generalize numerical operations using variables and expressions, exploring properties of addition and multiplication and simplifying expressions. Additionally, they will learn the process of solving simple equations and writing equations to solve word problems and describe

relationships between quantities. Learners will also reason about relationships between shapes to determine area, surface area, and volume, enhancing their spatial reasoning and geometric understanding.

Science: Learners will study energy and Earth's systems, Earth and human activity, organisms' systems and cells, and reproduction and genetics. Learners will explore concepts related to energy, Earth's systems, human impacts on the environment, and biological systems, including reproduction and genetics. They will seek to answer questions such as "How does energy

transfer through Earth's systems?" and "How do organisms' systems and genetics affect their development and reproduction?"

Social Studies: Students learn about the lives of the earliest humans, the development of tools, the foraging way of life, agriculture, and the emergence of civilizations in Mesopotamia, Egypt, ancient Israel, the Indus Valley, China, Mesoamerica, and the Mediterranean basin.

7th Grade

ELA: Learners will enhance their analytical and communication skills through the study of literature and informational texts. They will practice citing multiple sources to support their analyses of books, essays, articles, and plays, and will explore how plot events and settings influence characters in fiction.

In nonfiction analysis, learners will identify and compare authors' viewpoints, understanding how these perspectives shape content. They will improve their writing by organizing their ideas and supporting conclusions with reliable evidence.

Research skills will be emphasized as learners address specific questions by gathering evidence from credible sources, while avoiding plagiarism and using proper citation formats. In discussions, learners will evaluate speakers' key points, ask relevant questions, and present their ideas clearly. They will also use Greek and Latin affixes and roots to define unfamiliar words, furthering their vocabulary and comprehension.

Math: Learners will develop a deep understanding of proportional relationships and learn to apply this knowledge to solve problems involving ratios and proportions. Learners will also work on operations with rational numbers, including addition, subtraction, multiplication, and division. They will also engage with expressions and linear equations, developing strategies for solving and simplifying these mathematical constructs. In addition, learners will solve problems involving scale drawings and informal geometric constructions. They will work with two-dimensional and three-dimensional shapes to understand and calculate area, surface area, and volume, enhancing their spatial reasoning and geometric skills. Learners will learn to draw inferences about populations based on samples, using statistical methods to make reasoned conclusions and understand data trends.

Science: Learners will delve into Earth's systems, chemical reactions, ecosystems, and human impact on ecosystems. Students will explore how Earth's systems interact, the nature and effects of chemical reactions, and the dynamics within ecosystems. They will investigate questions such as "How do different Earth systems interact and affect each other?" and "What role do chemical reactions play in the environment?" Additionally, students will examine how ecosystems function and how human activities impact these systems, seeking answers to questions like "How do ecosystems maintain balance?" and "What are the consequences of human actions on ecosystems?"

Social Studies: Learners will explore the medieval and early modern periods, focusing on the interconnectedness of global regions. They will examine the rise and fall of empires, the spread of religions and languages, and the significant movement of people, ideas, and products. Through this study, students will gain an understanding of how different regions became increasingly interconnected over time. Students will also investigate how societies, while distinct from one

another, experienced growing exchanges of people, products, and ideas in each century.

8th Grade

ELA: Learners will engage with literature and informational texts to enhance their analytical and writing skills. They will explore how modern fiction revisits traditional themes and critically assess arguments and evidence in informational texts.

Learners will produce clear, coherent texts for various tasks, drawing evidence from their readings to support analyses and research projects. Through collaborative discussions, they will reflect on topics, justify their viewpoints with evidence, and exchange ideas meaningfully.

Additionally, learners will expand their academic vocabulary and understand precise word meanings to improve text comprehension. They will use strategies to determine word meanings, strengthening their reading and writing capabilities.

Math: Learners will develop a deep understanding of three core areas in mathematics. They will formulate and reason about expressions and equations, including modeling relationships in bivariate data with linear equations and solving linear equations and systems of linear equations. They will also gain a solid grasp of functions and use them to describe and analyze quantitative relationships. Additionally, learners will analyze two- and three-dimensional space and figures, applying concepts such as distance, angle, similarity, and congruence, and using the Pythagorean Theorem to solve problems, enhancing their spatial reasoning and geometric understanding.

Science: Learners will study applications of physics and engineering, understanding the universe, Earth's impact on evolution, and Earth's impact on organisms. They will explore how principles of physics and engineering are applied in real-world scenarios, delve into the vastness and structure of the universe, and examine the role of Earth in driving evolutionary changes. Additionally, students will investigate how Earth's processes and environments affect living organisms. They will address questions such as "How do physics and engineering concepts apply to everyday technology?" and "How does the universe's structure influence our understanding of Earth's place in it?" They will also explore how Earth's physical processes drive evolutionary changes and affect the survival and adaptation of organisms.

Social Studies: The course of study begins with an intensive review of the major ideas, issues, and events that shaped the founding of the nation. Learners will view American history through the lens of a people who were trying—and are still trying—to fulfill the promise of the Declaration of Independence and the Constitution. Learners will confront the themes of freedom, equality, and liberty and their changing definitions over time. They will also explore the geography of place, movement, and region, starting with the Atlantic Seaboard and then American westward expansion and economic development, the Civil War, Reconstruction, and industrialization.

Technology Instruction

iLEAD Lancaster implements the ISTE Standards and National Standards for Quality Online Teaching to promote future-ready learning and develop digital citizens and leaders. Learners must be prepared to thrive in a constantly evolving technological landscape. Integrated technology education and support empowers learner voice and ensures that learning is a student-centered process of exploration, creativity, and discovery. Technology education and use centers around

four themes: creativity and innovation; communication, and collaboration; research and information fluency; critical thinking, problem-solving, and decision-making. These themes develop learners into the following:

- Empowered Learners: Learners leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
- Digital Citizens: Learners recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world. They act in and model ways that are safe, legal, and ethical.
- Knowledge Constructors: Learners critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.
- Innovative Designers: Learners use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.
- Computational Thinkers: Learners develop and employ strategies for understanding and solving problems in ways that leverage the power of technology methods to develop and test solutions.
- Creative Communicators: Learners communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.
- Global Collaborators: Learners use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

iLEAD Lancaster leverages technological and human resources to create an educational environment in which learners choose their method of engagement with course material. Every learner will have access to technology devices that will be used throughout the day in various settings.

College and Career Readiness

In alignment with iLEAD Lancaster's individualized learning methodology, the school integrates a career/life development continuum. Career awareness is developed through project-based learning, field studies, and individualized learning in grades TK-4. In grades 5-8, career awareness development takes place through a variety of modalities, such as the following:

- The integration of California's Standards for Career Ready Practice in academic projects
 - The addition of a "College/Career Goal" on each learner's annual Individual Learning Plan starting in grade 7
 - Career exploration through exploratories such as the Exploratorium, the Makery, and other relevant career-aligned elective/enrichment opportunities
 - Explicit instruction and activity in 8th grade advisory that aligns with the CTE Exploratory Wheel
 - Field studies
 - Academic counseling and preparation for high school in partnership with local high school districts
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- Alignment with the K-14 SCCRC Community College District and the Vision 2030 Regional Plan

iLEAD Lancaster ensures that all learners who matriculate from eighth grade understand how to

best utilize the resources and programs in high school to prepare for college and career. A strong foundation ensures a smooth transition to ninth grade and future success.

Teacher Quality and Professional Development

Recruitment, hiring, and retention of high-quality teachers/facilitators

iLEAD Lancaster recognizes that high learner achievement depends on instructional capacity. The school will use multiple strategies to attract and keep qualified facilitators with subject area knowledge who are likely to support learner achievement and collaborative learning for all learners. Facilitator job descriptions will list specific facilitator characteristics that best support learner achievement and individual needs of all learners at iLEAD Lancaster. The school will also announce openings on education listservs and websites and, if needed, will contact teacher education programs, place announcements in education publications, and use other relevant channels for outreach.

iLEAD Lancaster uses a hiring process that reveals the alignment of candidates' educational philosophy and skills with the school's core values and instructional approach. Ideal candidates possess the school's core values and prioritize an emphasis on the whole child in teaching, commit to building relationships, and have interest and experience in guiding families in building a standards-based curriculum that engages learners in active, meaningful project-based learning. This may include familiarity with constructivist methods, project-based learning, personalized learning, independent study, development of real-world skills and engaging learners' interests, and virtual teaching and learning. Ideal candidates also have the organizational skills necessary to process the learner contracts and paperwork, and the communication skills needed to work with the diverse needs of each family and learner. Teaching candidates understand the bigger context of the school's progress in meeting the expectations of the California Accountability Model and School Dashboard growth goals as related to the California Assessment of Student Performance and Progress (CAASPP).

iLEAD Lancaster attracts and retains facilitators by offering an appropriate compensation package and by creating an attractive work environment. This includes involving facilitators in decision-making to a greater extent than is typical at non-charter public schools. Facilitators have opportunities to collaborate with colleagues and to participate in professional development that meets their needs. iLEAD Lancaster attracts teachers who are interested in working in an innovative, learner-centered environment.

Facilitator Professional Development and Collaboration for Ongoing Improvement

iLEAD Lancaster's yearly schedule includes several days of pre-service professional development training and support. iLEAD Lancaster's weekly schedule provides time for collaborative facilitator planning. Facilitators share curriculum and exchange ideas about what is working and how to address challenges. Professional development is planned to meet facilitators needs, keeping in mind the ultimate goal of helping all learners to succeed. Facilitator collaboration and professional development begin each summer prior to the start of school and continue throughout the school year.

iLEAD Lancaster's mission and vision involve sophisticated educational practices that take time

to develop, as individual facilitators develop the needed skills and as the school incrementally develops the capacity to implement the vision fully. Professional development opportunities deepen facilitator understanding of the theory and practice of the iLEAD design elements, instructional and assessment approaches. Professional development covers such topics as standards-based curriculum development and project planning; instructional methodology, such as project-based learning; social-emotional learning; and individualized learning.

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

iLEAD Lancaster facilitators participate in focused professional development and planning at the beginning of August (prior to the start of the school year), with a new facilitator onboarding process/training on additional days, in addition to the beginning-of-the-year professional development. This includes team-building programs, administrator-initiated activities, team and individual coaching, and facilitator-initiated activities.

Each year iLEAD Lancaster creates a Professional Development calendar each year. The calendar supports the needs of the academic plan as it provides facilitators with the training and collaboration time required to ensure effective implementation of a program focused on project-based learning and social-emotional learning. The calendar allows for sufficient time to allow this process to take place.

iLEAD Lancaster cultivates a professional culture that integrates the principles and core values of other schools implementing the iLEAD educational model. This culture is collaborative in nature, encourages ongoing professional dialogue, and fosters a positive, fun environment. The iLEAD Lancaster professional culture begins with the initial professional development and is maintained throughout the year by encouraging each staff member to take an active leadership role. Each staff member participates in regular collaborations that establish goals for learning. The agreements reached in these contexts are implemented by each responsible member and supported by the School Director. iLEAD Lancaster's program utilizes practices outlined by Kim Farris-Berg's work on Teacher-Powered Schools, which encourages teachers to make decisions that influence the success of a school, project, or professional.

Facilitators take an active role in shared school leadership. Each facilitator is a member of a school team, ensuring that the culture of collaboration exists not only among learners but also staff. As a result of this positive professional culture, facilitators are motivated to remain with iLEAD Lancaster, boosting teacher retention. Success of building a positive professional culture is assessed through the use of annual surveys designed specifically for each educational partner (teachers, staff, learners, and parents/guardians).

Meeting the Needs of All Learners

Plan for Learners Who Are Academically Low Achieving

To directly support low-achieving learners, iLEAD Lancaster believes that the facilitators, parents/guardians, and learner must collaborate to design the optimal Individualized Learning Plan. The structure of iLEAD Lancaster's flexible learning environment is developed to help academically low-achieving learners succeed through the use of active learning methods that engage learners with different needs, small class size, supportive school structure, access to facilitators for extra help when needed, and regularly scheduled meetings for the facilitator and family to address individual learner needs. In addition, learning experiences are monitored and adjusted and learners are given the necessary time and resources to achieve the essential academic standards for each grade level. Facilitators participate in professional development on differentiation to address the learners' multiple learning styles and special needs, including those of low achievers, and use curriculum planning processes, such as Wiggins and McTighe's Teaching for Understanding approach, which forms the Backwards Design process, to reach all the children in their classes. iLEAD Lancaster identifies learners who are performing below grade level through the results of the MAP and CAASPP Assessments as well as classroom assessments. iLEAD Lancaster emphasizes to facilitators that raising the academic achievement of these learners is both a moral imperative and a factor in the success of the school.

Upon enrollment at iLEAD Lancaster, learners are assessed in the current testing window: fall, winter, or spring. Facilitators are trained to use various educational resources as well as other internet resources to facilitate the development of Individualized Learning Plans (ILPs). The creation of the learner's ILP includes a review of local assessment data and the learner's learning style and interests. The learner regularly reflects on his or her progress toward ILP goals. iLEAD Lancaster believes that both the confidence and the motivation to learn begins by meeting the learner at the current level of academic proficiency and then adjusting the pace and rigor of learning to challenge and engage the learner's full potential. Learners are reassessed at least two times per school year to determine progress, reflect on growth, and make necessary changes to the ILP.

Instructional staff monitor progress of academically low-achieving learners throughout the year to ensure that they are on track to meet growth goals. Services for academically low-achieving learners begin with an assessment of each learner's abilities and needs. Individualized Learning Plans are updated as needed to address each learner's specific needs.

iLEAD Lancaster's core instructional approach in English Language Arts is highly differentiated and helps academically low-performing learners make the most progress through continuous use of activities and instructional materials at each learner's "just right" level of challenge. This highly personalized instruction reduces the role of supplemental interventions by serving each learner at his or her level. Facilitators, trained assistants (Care Team), and volunteers may provide additional reading practice outside core classroom instruction to learners reading below grade level.

Instruction in math is delivered at the learner's instructional level. Though most learners make progress using the core mathematics instructional materials and strategies for differentiation, some learners may benefit from supplemental programs. Learners may also have the opportunity to use computerized learning for support. Online learning programs that continually adjust instruction to a child's strengths and weaknesses provide information to facilitators about what elements of math need to be retaught or

reinforced. These platforms create a personalized learning path for each learner, providing effective supplemental instruction. iLEAD Lancaster uses technology programs connected to MAP assessments, making the learning more personalized for each learner.

Multi-Tiered System of Supports (MTSS)

iLEAD Lancaster implements a Multi-Tiered System of Supports (MTSS) to meet the needs of every learner. MTSS is a nationally recognized, effective strategy that integrates high-quality instruction, early intervention, and prevention and behavioral strategies within a general education framework. It is an individualized, comprehensive, learner-centered assessment and intervention delivery system designed to identify and address learners’ academic, social, emotional, and behavioral challenges.

The cornerstone of the iLEAD Lancaster MTSS model is the belief that all children and youth can learn. The model is a tiered approach to instruction and intervention that includes core, strategic/targeted, and intensive instruction to support the academic as well as the social, emotional, and behavioral needs of learners. The model embraces the creation of a culture and climate that provide high-quality, research-validated instruction and interventions that are matched to learner needs, that employ continuous progress monitoring, and that utilize team decisions to intentionally inform instruction. Parents/guardians are an essential component of the MTSS process. The model establishes procedures for informing and involving parents/guardians about interventions and frequent monitoring of learner progress.

At iLEAD Lancaster, our MTSS program is intended to address the needs of all learners, including English Learners (EL), students with disabilities (SWD), as well as vulnerable populations, such as learners who are in foster care, who are experiencing homelessness, or who are socioeconomically disadvantaged. Strategic collaboration and coordination among the team (general and specialized) is an essential component of a Multi-Tiered System of Supports (MTSS). The MTSS framework aligns all school-wide initiatives, supports, and resources and implements continuous improvement processes at all levels of the system (school-wide, classroom, and individual learners).

This multi-tiered system is not a standalone initiative or program. Rather, it is an organizational framework for providing high-quality curriculum and instruction to all learners as well as intervention support for at-risk learners. Thoughtful configuration and operation of this system enables iLEAD Lancaster to maximize learner achievement and wellness. The MTSS framework includes multiple levels of intervention at varying degrees of intensity, as illustrated below.

Tier 1	Tier 2	Tier 3
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The provision of core or universal practices. These practices apply to all learners in all settings and are preventative and proactive.	The provision of supplemental, targeted assessment and instruction to learners for whom core instruction alone was not effective to drive meaningful educational progress.	Intensive assessment and instruction is added for learners for whom Tier 1 and Tier 2 are not effective to drive meaningful educational progress.
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Special Education
Special Education can occur across the tiers depending on learner need but is distinct primarily due to (1) the resources it makes available to schools to continue and further intensify individualized instructional interventions, (2) the larger toolbox of strategies it makes available for adapting the general education environment to provide access to learners, and (3) the “due process” protections it offers, which require schools to provide services with specific quality characteristics and also provide families with options to dispute proposals.

iLEAD Lancaster identifies low-achieving students and those who may need additional support through frequent formative/summative assessments and review of individual student data. Learners who are achieving below grade level are recognized through multiple measures, such as NWEA MAPs, in-class assessments, and online software. Parents/guardians will play an important role as facilitators establish close home-school connections through frequent communication and collaboration.

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

Universal Screening:

iLEAD Lancaster will use screening data, such as MAP NWEA, to identify learners at risk for poor learning outcomes and to evaluate the effectiveness of core instruction.

Progress Monitoring:

A system for monitoring learner progress and the effectiveness of the supports provided to learners.

Source: Center on Multi-Tiered System of Supports

Problem-Solving:

Woven into each MTSS level is a five-step problem-solving process, through which the MTSS Team at iLEAD Lancaster will respond to specific questions that lead to solutions to improve learner outcomes. The steps of the problem-solving model are as follows:

- **Problem Identification:** What is the discrepancy between what is expected and what is occurring?
- **Problem Analysis:** Why is the problem occurring?
- **Plan Development:** What is the goal, what is the intervention plan to meet the goal, and how will progress be monitored?
- **Plan Implementation:** How will intervention integrity be ensured?
- **Plan Evaluation:** Was the intervention plan effective?

In the MTSS model, Tier 1 includes universal support for all learners, Tier 2 includes targeted interventions for those learners who need extra support (based on data), and Tier 3 includes more intensive intervention and support for learners who do not demonstrate success with Tier 2 strategies.

Tier 1: Universal supports for all

- Requires high-quality, culturally and linguistically responsive core instruction
- Ongoing assessments
- Incorporates intervention for academic, linguistic, behavioral, and social-emotional learning as a school-wide foundation for all learners
- Includes a behavior support framework and social-emotional learning curriculum, which provides an environment focused on the whole child
- Differentiation based upon ongoing daily, weekly, and monthly formative and summative assessment data and learners' varying levels of readiness, interest, background knowledge, language, learning preferences, and the use of responsive pedagogy in addition to the multiple learning styles (reteach, explicit direct instruction, use of manipulatives and visual cues, etc.)
- Validation and affirmation of learners' cultures and home languages

Tier 1: Implementation

- The school team will monitor effectiveness of Tier 1 supports (academic, language, and behavior) through a data-driven process that guides and informs decisions.
- The school team will monitor and evaluate learners' response to effective Tier 1 supports throughout the year.
- When assessment measures indicate that a learner needs more instruction and intervention to access the core curriculum, then Tier 2 supports are provided.

Tier 2: Targeted and Intensive Levels of Support for Some

- In addition to Tier 1 supports
- Requires a qualitatively different evidence-based instructional program, approach, or strategy
- Additional time for intervention (including Reading/ELD block, tutoring, etc.)
- Smaller group size for instruction

Tier 2: Implementation

- The school team will monitor effectiveness of Tier 2 supports (academic, language, and behavior) through a data-driven process that guides and informs decisions.
- The school team will monitor and evaluate learners' response to effective Tier 2 instruction throughout the year.
- When assessment measures indicate that a learner needs more instruction and intervention to access the core curriculum, then Tier 3 supports are provided.

Tier 3: Highly Targeted and Intensive Levels of Support for Few

- Require daily interventions in addition to Tier 1 and Tier 2 supports (push-in and pull-out support with MTSS specialists and counselors, more time with Care Team (instructional assistants) to help learners develop study skills and appropriate behaviors, digital learning paths or other online resources, after-school one-on-one tutoring and Saturday sessions)
- Require a higher level of strategic collaboration and coordination among the team (general and specialized) providing services to each student

Tier 3: Implementation

- The school team will monitor effectiveness of Tier 3 supports (academic, language, and behavior) through a data-driven process that guides and informs decisions.
- The school team will monitor and evaluate learners' response to effective Tier 3 supports throughout the year.
- When assessment measures indicate that a learner needs more instruction and intervention to access the core curriculum, then additional services may be considered.

MTSS Team

iLEAD Lancaster uses a collaborative, school-wide approach to implement its Multi-Tiered System of Supports (MTSS) framework. Through ongoing collaboration, staff work to identify interventions that improve learner performance, ensuring early identification and provision of supports for learners who are struggling academically, socially-emotionally, linguistically, and/or behaviorally. The MTSS process emphasizes that early intervention for underachieving and struggling students is a key function of our differentiated instructional program. Staff regularly review learner data and referrals to ensure that supports are timely, targeted, and implemented with integrity.

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

The School Director or designee will prepare all materials for the MTSS meeting: sign-in sheet, meeting agenda, meeting minutes, referring documents, and evidence. The School Director or designee is the lead facilitator of the meeting and will ensure all appropriate members related to the learner's education (MTSS Team) participate. The School Director or Designee also prepares documentation of the plan the MTSS Team has devised and schedules the follow-up meeting (four to six weeks after the initial meeting). All meeting participants that were assigned roles will gather evidence and provide feedback around the interventions and supports listed in the MTSS meeting.

At the follow-up MTSS meeting, the participants review progress and determine next steps.

- If there is progress, the school team will celebrate success with parents/guardians (and the learner, if present) and determine which interventions/support will be continued and the need for any additional follow-up, or whether the MTSS process can be concluded.
- If there is a lack of progress or need for additional follow-up, the school team will prepare a plan to continue and/or revise interventions and, as needed, seek expertise from additional school site personnel, such as the school psychologist, instructional leadership team, student support team, etc.
- The School Director or designee will update learner records with MTSS documentation and schedule another four-to-six-week follow-up meeting, if additional action steps are taking place.

Plan for Learners Who Are Academically High Achieving

iLEAD Lancaster provides an exceptional learning environment for academically high-achieving learners. Free from traditional grade-level constraints, students are empowered to pursue learning that aligns with their individual interests, pace, and abilities. Through a self-directed, hands-on, project-based

model, iLEAD offers high-achieving learners the flexibility to explore rigorous content, engage in deeper inquiry, and excel beyond grade-level standards.

Facilitators support these learners by differentiating instruction and tailoring Individualized Learning Plans (ILPs) to reflect each student's strengths, goals, and academic needs. Learners are further encouraged to participate in enrichment and extracurricular programs throughout the year, fostering extended learning beyond the classroom.

Identification of high-achieving learners follows a comprehensive, data-informed process similar to that used for identifying those who are academically struggling. Multiple measures are considered, including CAASPP results, MAP assessments, benchmark and formative assessments, and learner-generated project portfolios.

Support strategies for high-achieving learners include the following:

- Extended inquiry projects that invite deeper exploration
- Opportunities to lead, teach, or mentor peers
- Integration of interdisciplinary challenges and open-ended problem-solving
- Personalized workshops or enrichment activities aligned with learner passions
- Access to advanced reading and math materials and resources
- Reflection and goal-setting practices that foster ownership of learning

Plan for English Learners

iLEAD Lancaster is committed to providing a robust and supportive English Learner (EL) program that ensures students rapidly acquire English fluency while achieving academic success. We strive to create an inclusive and collaborative environment that values the diverse linguistic and cultural backgrounds of our English Learners.

iLEAD Lancaster's EL program is grounded in a rigorous, data-driven, and research-based instructional approach that aligns with the California English Learner Roadmap. iLEAD Lancaster adheres to all applicable federal and state regulations, including the California Education Code. The program is guided by the Roadmap's Four Principles:

- **Assets-Oriented and Needs-Responsive Schools:** Recognizing and leveraging the unique strengths and experiences of our English Learners.
- **Intellectual Quality of Instruction and Meaningful Access:** Providing high-quality, standards-based instruction with appropriate supports and scaffolds to ensure full access to the curriculum.
- **System Conditions That Support Effectiveness:** Establishing and maintaining systems, structures, and resources to effectively support EL students, staff, and families.
- **Alignment and Articulation within and Across Systems:** Ensuring consistent and coordinated efforts across all grade levels, programs, and services to promote long-term English Learner success.

The primary goals of iLEAD Lancaster's EL program are to:

- Develop English proficiency in listening, speaking, reading, and writing as rapidly and effectively as possible.
- Provide full access to educational opportunities and ensure academic achievement.
- Facilitate timely Reclassification as Fluent English Proficient (RFEP) with ongoing post-reclassification support.
- Equip ELs with the academic competencies, cultural awareness, critical thinking skills,

and 21st-century skills necessary for success in college, career, and civic life.

Identification of English Learners

In order to identify English Learners in a timely fashion and to provide appropriate instructional support and services, all parents/guardians who are registering in a California public school for the first time will be required to complete a Home Language Survey upon enrollment. Learners whose primary language is not English will be assessed using the Initial English Language Proficiency Assessments for California (ELPAC) aligned with the California English Language Development Standards if they have not previously been identified as an English Learner by a California public school or if there is no record of prior ELPAC test results. The ELPAC initial assessment will take place within 30 calendar days of the learner's enrollment or, if administered prior to the learner's enrollment, up to 60 calendar days prior to enrollment but not before July 1 of the school year of initial enrollment.

The School Director or designee will assess English language proficiency of all currently enrolled learners with a To Be Determined (TBD) language acquisition status using the state-adopted initial English language assessment, the Initial ELPAC, in accordance with California Education Code guidelines. Learners with disabilities will be permitted to take the initial assessment with the accommodations listed in the Education Code if they are specified in the learner's IEP or Section 504 plan. The Initial Alternate ELPAC, designed for students with significant cognitive disabilities, is administered to students whose IEP teams deem it appropriate. The school will notify parents/guardians of the school's responsibility to conduct ELPAC testing and will inform parents/guardians of ELPAC assessment results, including the resulting language acquisition status of either Initially Fluent English Proficient (IFEP) or English Learner (EL), within 30 calendar days of enrollment.

Those learners identified as Novice or Intermediate English Learners will participate in iLEAD Lancaster's English Language Acquisition Program.

Educational Program for English Language Acquisition

For the academic and social benefits of all, iLEAD Lancaster uses an inclusion model that allows learners of a wide variety of backgrounds, experiences, abilities, and needs to work collaboratively, thereby enriching each other's experience. This format allows all learners to be part of and contribute to a more global community where all cultures are respected. This opportunity to interact and collaborate academically and socially allows learners to deepen their levels of empathy, problem-solving, flexibility, and critical thinking while mastering the state standards. With the collaborative instructional model, learners receive support from their peers, classroom facilitators (general education facilitators), Care Team personnel (paraprofessionals), parent/guardian volunteers, and student support personnel.

iLEAD Lancaster's ELs receive their services through a *Structured English Immersion (SEI)* program specifically designed to develop learners' English language proficiency while obtaining content area knowledge and skills. The California English Language Development Standards are used, in conjunction with the English Language Arts Standards, to scaffold the learners' instruction and progress toward eventual reclassification. For Integrated ELD,

iLEAD Lancaster implements research-based strategies and activities so English Learners can better access the curriculum.

iLEAD Lancaster implements Principle Two of the CA EL Roadmap, Intellectual Quality of Instruction and Meaningful Access, ensuring that “English Learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access

for comprehension and participation through native language instruction and scaffolding. English Learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.”

In order to provide quality instruction and meaningful access, iLEAD Lancaster facilitators use a combination of research-based instructional strategies, such as the following:

Specially Designed Academic Instruction in English (SDAIE): SDAIE is a teaching approach that can be used across the curriculum to support English Learners. It emphasizes the importance of supporting English Learners in acquiring academic skills and knowledge while learning English through comprehensible input. The practice is based on linguistic theories laid out by a number of researchers, including Dr. Steven Krashen and Dr. James Cummins, who developed *Contextual Interaction Theory*. At the heart of the theory are two major components that impact the SDAIE classroom: comprehensible input and a supportive affective environment. Comprehensible input is language input that can be understood by listeners despite their not understanding all the words and structures. Language is acquired because of the context in which it is contained.

The SDAIE approach seeks to teach both content and language in a cognitively demanding environment. The nature and goals of SDAIE lessons are to provide equal access to the curriculum of study. SDAIE strategies are consistent with multiple intelligence strategies, project-based learning theories, and special education approaches. SDAIE encompasses proven teaching strategies and techniques that benefit all types of learners, offering particular support to students who are English Learners.

The four major components of this teaching approach are as follows:

- **A visual approach to classroom presentation:** Facilitators will use models, kits, manipulatives, and gestures to show learners what they are talking about.
- **A hands-on approach to classwork:** Learners will retain new information faster with the use of manipulatives and task-oriented projects for them to build new vocabulary into their work banks.
- **Cooperative learning strategies:** Facilitators will structure learning opportunities through project-based learning and during workshop instruction for learners to work together, be held individually accountable, and develop positive social skills. Learners are more likely to try to practice their English skills in smaller groups.
- **Guided vocabulary techniques:** Facilitators make conscious choices regarding the language

used and how vocabulary will be introduced, practiced, and incorporated into all components of their lessons.

Project-Based Learning (PBL): PBL incorporates communication and collaboration, allowing all learners to contribute in areas in which they show strength and to develop in areas where there is room for growth. Projects include a great deal of learner voice and choice, with the purpose of engaging and incentivizing greater levels of learner participation and deeper levels of inquiry and communication, both academic and interpersonal. Through projects, English Learners practice listening, speaking,

reading, and writing in English in authentic ways.

As with all of the learners at iLEAD Lancaster, Individualized Learning Plans (ILPs) are developed for English Learners at the beginning of each year. Using specific and individualized assessment data, each learner team, consisting of the classroom facilitator, parent/guardian, and the learner, will meet to establish an individualized annual English Language Development (ELD) goal. Progress made toward the ELD goal is monitored throughout the year. Not only does each learner track and monitor their own progress (with the support of their family and facilitator), but learners also reflect and report on their progress with their class at the end of the school year.

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

A successful ELD program aligns instruction with the 2012 California ELD Standards and utilizes ELPAC (English Language Proficiency Assessments for CA) results to inform instruction and reclassification decisions. At iLEAD Lancaster, annual Summative ELPAC assessments are used to track progress in the four domains (Listening, Speaking, Reading, and Writing) and guide reclassification decisions. To monitor progress toward mastery of the ELD standards and adjust classroom teaching and learning throughout the school year, facilitators will use assessments such as NWEA MAP data, Interim ELPAC, and other formative assessment data.

iLEAD Lancaster will base its EL support program on the California ELD Standards. As guided by the California English Learner Roadmap and ELD Standards, iLEAD Lancaster facilitators will provide instruction grounded in the best available research on supporting ELs in the learning environment. Learners will be expected to advance in their ELPAC Proficiency Levels annually. An EL Coordinator will partner with the facilitators to include ELD goals on learners' individualized plans. Facilitators will monitor learner progress toward language goals. If a learner is not making sufficient academic progress as indicated through ELPAC and other assessment data, the English Learner will receive more targeted instructional supports as indicated in the MTSS framework.

iLEAD Lancaster will ensure that facilitators are qualified and supported to meet the needs of English Learners. Minimum qualifications for facilitators will include graduation from an accredited four-year university, possession of/being in the process of receiving a California teaching credential, as well as an completion of an interview process, which may include a teaching demonstration. Additionally, iLEAD Lancaster will hire facilitators who have CLAD/BCLAD or ELD endorsement and will place a priority on hiring facilitators who speak Spanish and English and can provide strong instruction for English Learners. iLEAD Lancaster will also

support facilitators by providing professional development on SDAIE strategies, programs such as ELlevation, language development, progress monitoring, and assessment of English Learners. iLEAD Lancaster complies with all applicable laws regarding teacher credentialing, including Education Code section 47605(l), as amended.

Services and Supports for English Learners, Including Instructional Strategies and Intervention Service Model for English Learners

iLEAD Lancaster implements a Structured English Immersion (SEI) model for English Language Development. SEI is a language acquisition program designed for English Learners at varying levels of English proficiency. In this program, the vast majority of classroom instruction is delivered in English, providing students with consistent exposure to the language and opportunities to practice using it in an academic setting. However, recognizing the diverse needs of EL students, the curriculum

and instructional strategies are adapted to accommodate different language proficiency levels. This may include using sentence frames, visuals, realia, graphic organizers, and other scaffolding techniques to support comprehension, as well as providing explicit instruction in vocabulary and grammar.

The primary goal of SEI is to equip EL students with the necessary language skills to succeed in an English-speaking academic environment. By providing targeted support and adapting instruction to their specific needs, SEI programs aim to accelerate English language acquisition while ensuring that EL students do not fall behind their peers in core content areas such as math, science, and social studies.

TK-8th English Language Development (ELD) Classroom Practices

Integrated ELD is defined as instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English. (5 CCR Section 11300[c]).

Designated ELD is defined as instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English Learners to develop critical English language skills necessary for academic content learning in English. (California Code of Regulations, Title 5 [5 CCR] Section 11300[a]).

At iLEAD Lancaster, Integrated and Designated ELD incorporate California Dept. of Education ELD Standards as outlined in the table below:

CA ELD Standards—Parts and Strands

Part I: Interacting in Meaningful Ways
A. Collaborative (engagement in dialogue with others)
1. Exchanging information and ideas via oral communication and conversations
2. Interacting via written English (print and multimedia)
3. Offering opinions and negotiating with or persuading others

4. Adapting language choices to various contexts
B. Interpretive (comprehension and analysis of written and spoken texts)
5. Listening actively and asking/answering questions about what was heard
6. Reading closely and explaining interpretations and ideas from reading
7. Evaluating how well writers and speakers use language to present or support ideas
8. Analyzing how writers use vocabulary and other language resources
C. Productive (creation of oral presentations and written texts)
9. Expressing information and ideas in oral presentations
10. Writing literary and informational texts
11. Supporting opinions or justifying arguments and evaluating others' opinions or arguments
12. Selecting and applying varied and precise vocabulary and other language resources
Part II: Learning About How English Works
A. Structuring Cohesive Texts
1. Understanding text structure and organization based on purpose, text type, and discipline
2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows
B. Expanding and Enriching Ideas
3. Using verbs and verb phrases to create precision and clarity in different text types
4. Using nouns and noun phrases to expand ideas and provide more detail
5. Modifying to add details to provide more information and create precision
C. Connecting and Condensing Ideas
6. Connecting ideas within sentences by combining clauses
7. Condensing ideas within sentences using a variety of language resources

Listed below are additional strategies and practices that increase learner engagement and understanding.

ELPAC assessment results are accessible to facilitators and support staff to inform program placement, reclassification, and instruction. ELPAC assessment results are valuable tools that the team can utilize to make informed decisions about program placement, reclassification, and instructional strategies. These results provide a snapshot of a learner's English language proficiency, which can be used to tailor instruction to their specific needs.

However, ELPAC results are just one piece of the puzzle. To gain a more comprehensive understanding of learner progress, facilitators will regularly review multiple data sources through iLEAD Lancaster's Data Protocol collaborative process. Data reviewed includes both formative

and summative assessments. Formative assessments are ongoing assessments that provide feedback on student learning. They can be used to identify areas where students need additional support. Summative assessments are given at the end of a unit or course and are used to measure student mastery of the material.

iLEAD Lancaster will provide quality professional development opportunities for all facilitators and support staff to ensure that every English Learner has access to facilitators who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards. Professional development focuses on enhancing facilitators’ and support staff’s knowledge of how to teach English Learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all English Learners can meet the California ELD Standards. All facilitators authorized to teach English Learners receive training in the effective implementation of techniques like SDAIE strategies and programs such as ELlevation. These programs assist facilitators with scaffolding, differentiation, learning groupings for instruction based on assessments, and enhance language practices such as building background, clarifying input, fortifying output, fostering interactions,

and developing academic language.

Process for Annual Evaluation of the School’s English Learner Program

Each year, school leadership will take steps to ensure iLEAD Lancaster’s program is effective for the English Learner population. Leadership will conduct an annual analysis of the ELD program and examine the following items to evaluate, refine, and adjust instructional practices for the coming school year:

1. Implementation EL programs are fully implemented as described in this plan.	• Are EL programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law? • To what extent is the Master Plan for English Language Learners useful to facilitators, administrators, and parents/guardians as a tool to meet the needs of ELs? • Are ELs gaining access to academically rigorous core classes?

2. English Proficiency ELs will make steady progress in developing academic English and attain academic English language proficiency as efficiently and effectively as possible.	• What percentage of ELs meet the state's Title III Annual Measurable Achievement Objective 1 with regard to progress in learning English? • What percentage of ELs meet the state's Title III Annual Measurable Achievement Objective 2 with regard to attaining English Language proficiency? • Are there overall proficiency gains on all subtests on the ELPAC for learners 1-3 years in U.S. schools? Are there overall proficiency gains on all learners on the ELPAC for learners 4-5 years in U.S. schools? Are there overall proficiency gains on all subtests on the ELPAC for learners more than 5 years in U.S. schools? What are the overall gains in the cohort groups?
• Academic Progress • ELs will make steady progress in core academic subjects. • ELs in our district 5 years or longer will meet grade-level standards in core academic subjects.	• Are increasing percentages of ELs making steady academic progress on SBAC-ELA? • Are increasing percentages of ELs making steady academic progress on SBAC-Math? • Are ELs not making steady academic progress being identified and appropriately served? • Are increasing percentages of ELs in U.S. schools 5 years or longer meeting all criteria required for Reclassification? • Are ELs (and RFEPs) making expected progress toward graduation?
4. Decrease Risk of Failure Rates for ELs and RFEPs in categories indicating risk for school failure are no greater than those for EOs.	• Are ELs (and RFEPs) not overrepresented in the following categories: • Suspensions, expulsions, other discipline • Dropouts • Is there an annual decrease in the percentage of ELs and RFEPs for each of the risk factors defined in 4.1?

Facilitators will regularly evaluate learner progress by reviewing multiple EL data sources including formative and summative assessments. Facilitators will use the results of this data to adjust their instructional practices to better serve each learner. In order to document progress, all facilitators will use a program such as ELlevation, along with an individual learner portfolio. Facilitators will periodically review the portfolio with the English Learner and their family to monitor progress and set/adjust learning goals.

Process and Specific Criteria for Reclassification

Reclassification is the process whereby a learner is reclassified from English Learner (EL) status to Reclassified Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student's meeting all the criteria.

Facilitators continue to monitor the progress and performance and provide appropriate interventions to each learner identified as an English Learner with the goal of helping each learner reclassify to Reclassified Fluent English Proficient (RFEP) status. Once iLEAD Lancaster receives ELPAC results, the EL Coordinator or designee will analyze the data and determine the eligibility for reclassification of each learner within 30 days of receiving the scores. The reclassification criteria are as follows:

Criteria Used for Reclassification

iLEAD Lancaster uses the guidelines stipulated in 5 CCR, sections 11303 Reclassification and 11308 [c][6] Advisory Committee issued by the California Department of Education.

- **Criterion 1:** Assessment of English Language Proficiency
- **Criterion 2:** Facilitator Evaluation
- **Criterion 3:** Assessment of Basic Skills
- **Criterion 4:** Parent/Guardian Option and Consultation

**To be used once as required by the California Department of Education*

Reclassifying English Learners With Disabilities

The reclassification criteria apply to English Learners who have special needs; however, the Summative ELPAC is given with designated and non-designated supports and accommodations as determined by the IEP team. For English Learners with the most significant cognitive disabilities, the Alternate ELPAC is given when deemed appropriate. Once it is determined that a learner takes an alternate state assessment, that learner must take alternate versions of other state assessments. The IEP team should be consulted when reclassifying an English Learner with special needs. IEP teams should verify that in addition to meeting the criteria for reclassification, learners with ELD goals in their IEPs have mastered those goals before the learners are reclassified.

The IEP team must utilize four criteria to determine reclassification:

- **Criterion 1:** Assessment of English Language Proficiency
 - The IEP team will use the most recent administration of the ELPAC or Alternate ELPAC as the primary evidence that a learner has met the criteria demonstrating English language proficiency. A Summative ELPAC score of 4 or an Alternate Summative ELPAC score of 3 is required in order to consider the reclassification of the learner.
- **Criterion 2:** Facilitator Evaluation
 - The IEP team will consider the learner's classroom performance information regarding (1) progress on IEP goals related to ELD, (2) progress on all literacy domains, (3) mastery of content as evidenced by IEP goals, and (4) mastery of grade-level expectations.
- **Criterion 3:** Assessment of Basic Skills

- The IEP team will utilize a basic skills assessment (NWEA MAP) or an equivalent assessment.
- **Criterion 4: Parent/Guardian Option and Consultation**
 - The IEP team will consider parent/guardian input.

The IEP team may use other criteria to supplement the above-required criterion to ensure that the most appropriate decision is made for each learner.

*To be used once as required by the California Department of Education

The EL Coordinator or designee, working with iLEAD California's Director of EL, will monitor classroom instruction, update ELD levels in the Student Information System, place ELs according to ELD level, review EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, review ELD grades to ensure that learners and families receive updated information of ELD progress at each reporting period, and check readiness for promotion, reclassification, or need for intervention. The EL Coordinator or designee will share the progress and performance of ELs with the facilitators and School Director, working with them to enable ELs to progress to the next ELD Proficiency Level.

Upon reclassification, learners maintain RFEP status throughout their education, and their academic progress is subject to annual monitoring for a minimum of four years, in accordance with state and federal guidelines. In cases where academic or linguistic performance declines, interventions will be implemented to ensure the student achieves and maintains grade-level proficiency. iLEAD Lancaster maintains a roster of RFEP learners for annual monitoring purposes. Facilitators are notified by the School Director or designee when the RFEP Monitoring Form is to be completed, which serves to document learner progress, academic achievement, and recommend interventions.

RFEP learners experiencing academic challenges will receive access to the same multi-tiered support services and interventions available to all learners who are not meeting academic standards, as delineated in the MTSS framework. If a learner exhibits insufficient academic progress, the site EL

coordinator or designee will convene with the facilitator and support staff to assess the learner's progress and develop an intervention plan.

Process for Monitoring Progress and Supports for Long-Term English Learners (LTELs)

LTELs are monitored using CA Dashboard English Learner Progress Indicator (ELPI) and other data measures. ELPI breaks the four Summative ELPAC Performance levels into six total levels (e.g., 1, 2L, 2H, 3L, 3H, 4) to determine appropriate English growth. There are three levels for the Summative Alternate ELPAC. The ELPI levels guide iLEAD Lancaster's team as they determine a need for more targeted instruction in English language development and differentiated instruction in academic content areas.

Summative ELPAC ELPI Levels

Summative Alternate ELPAC ELPI Levels

LTELs will continue to be reevaluated throughout the year using the ELPAC Interim assessment, MAP assessment results, Reports of Progress, and a portfolio of learner work samples until they have demonstrated that they have continued to adequately master academic content and English language over time. Additionally, students and their parents/guardians will be annually informed of their LTEL status, the associated risks, specific barriers to reclassification, and strategies to address them.

iLEAD Lancaster believes that ELs at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support in a safe, engaging environment. The extent of support needed varies depending on the familiarity and complexity of the task and topic, and the learner's English language proficiency level.

LTELs participate in Integrated and Designated ELD in which their academic language and specific academic vocabulary and language structures are developed. Because the needs of LTELs are varied, iLEAD Lancaster's EL Coordinator or designee and classroom facilitators will collaborate to identify the reasons a learner has not advanced an ELD level annually and determine the best support system for that learner.

Socioeconomically Disadvantaged Learners

iLEAD Lancaster will identify students from Socioeconomically Disadvantaged (SED) backgrounds using information gathered during enrollment. School leadership, facilitators, and support staff will closely monitor the academic and social-emotional progress of SED learners throughout the school year. By analyzing data through a collaborative process, iLEAD Lancaster will be able to identify trends, patterns, and insights that would not be apparent through individual effort. This collaborative approach fosters a diversity of perspectives and expertise, leading to a more comprehensive and nuanced understanding of SED learners. Working together leverages the collective knowledge and skills of the team to develop more effective and innovative solutions.

iLEAD Lancaster acknowledges the potential for learners to encounter significant adversities beyond the school environment, consequently recognizing that social-emotional needs often take precedence over academic interventions. The Student Success Team (SST) process may be initiated if issues are identified that negatively influence a learner's academic trajectory. Concerns pertaining to safety, nutritional

requirements, overall wellness, or housing may be addressed through referrals to the school counselor and/or social worker/liaison. These professionals will work with families and facilitate referrals to local community service organizations when learners and families need additional resources and services outside the scope of what schools can offer.

Plan for Serving Learners with Disabilities Overview

iLEAD Lancaster recognizes its obligation to serve learners with exceptional needs and, pursuant

to applicable state and federal law, will ensure that all enrolled learners have access to a free and appropriate public education (FAPE). iLEAD Lancaster will comply with all applicable state and federal laws in serving learners with disabilities, including but not limited to Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (ADA), the Individuals with Disabilities in Education Improvement Act (IDEA), and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, iLEAD Lancaster will comply with all California laws pertaining to special education learners. To the maximum extent appropriate, all learners with disabilities will be fully integrated into the programs of iLEAD Lancaster with the necessary materials, services, and equipment to support their learning. The school will ensure that any learner with a disability attending iLEAD Lancaster is properly identified, assessed, and provided with necessary services and supports. iLEAD Lancaster will be solely responsible for its compliance with Section 504 and the IDEA.

iLEAD Lancaster will be a member of the El Dorado County Charter Special Education Local Plan Area (SELPA), in conformity with Education Code Section 47641(a). Attached in Appendix E is a letter of good standing from the El Dorado County Charter SELPA.

iLEAD Lancaster shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures and shall utilize appropriate SELPA forms.

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

Facilitators at iLEAD Lancaster will implement a wide range of accommodations for learners with disabilities. All facilitators will receive ongoing professional development regarding special education policies, strategies for working with disabled learners, and practices that support learners with diverse learning styles and abilities. Topics discussed during professional development sessions will include the following:

- Early identification and symptoms of learning disabilities
- Classroom accommodations for specific, observed behaviors
- What to do when a facilitator or parent/guardian suspects a child has a learning disability

All instructional staff, as well as other appropriate staff members, will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by iLEAD Lancaster or the El Dorado County Charter SELPA.

All learners with disabilities will be integrated into the programs of iLEAD Lancaster to the maximum extent practicable and placed in the least restrictive environment appropriate for their needs, with the necessary materials, services, and equipment to support their learning. iLEAD Lancaster will meet all the requirements within a learner’s Individualized Education Program (IEP). iLEAD Lancaster will include all special needs learners with non-disabled peers to the maximum extent appropriate according to their IEPs.

Reporting related to special education enrollment, eligibility, and student status changes are done

via California Longitudinal Pupil Achievement Data System (CALPADS). By using CALPADS, iLEAD Lancaster ensures that both the district of residence and the authorizing LEA are kept up to date on a student's special education status without needing to manually notify each party outside of the system.

Inclusion Model

It is the intent of iLEAD Lancaster to provide a continuum of options specified in Education Code Section 56361 through participation in special education programs and services in the same manner of other public schools within the SELPA. It is iLEAD Lancaster's intention to provide special education services within a modified inclusion model for learners with exceptional needs for whom iLEAD Lancaster's distinctive educational program is determined as the least restrictive environment. Appropriate designated instructional services and related services are provided, consistent with the learner's IEP.

iLEAD Lancaster believes that learners with special needs benefit educationally, socially, and emotionally from the opportunity to receive services in this modified inclusion model. iLEAD Lancaster's Educational Specialists will work in a collaborative model with all facilitators, paraprofessionals, and specialized services (OT, APE, Speech, etc.) to ensure that appropriate accommodations are in place and that the learning environment and curriculum are modified consistent with each learner's IEP. iLEAD Lancaster staff will monitor learner progress toward the goals specified in the IEP, and the IEP team will formally review goals and progress toward goals on an annual and triennial basis.

Child Find

iLEAD Lancaster will participate in a comprehensive "Child Find" system to identify learners who have or may have exceptional needs. iLEAD Lancaster will seek to participate in the "Child Find" systems of the SELPA. These systems will include various policies and practices, including but not limited to the following:

- Post-matriculation intake practices that identify learners with exceptional needs to help ensure that the school is aware of all learners who have identified special needs
- Efforts to develop relationships with all feeder local education agencies to request and obtain cumulative files and other documents in a timely fashion
- Staff development and training for school staff to ensure they possess an understanding of tools and techniques to serve learners who may have exceptional needs
- Review of learner assessment data, including but not limited to state-mandated testing, to identify learners who may be falling behind expectations in their academic progress and are in need of additional support or services

Development, Implementation, and Review of IEP

iLEAD Lancaster, in collaboration with the El Dorado County Charter SELPA pursuant to its policies, will ensure that all aspects of the IEP and implementation are maintained. Every learner who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services. The term "assessment" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20, of the United States Code. iLEAD Lancaster will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible learners in accordance with applicable law. iLEAD

Lancaster shall obtain parent/guardian consent to assess the learner.

The referral process is a formal, ongoing review of information related to learners who show potential signs of needing special education and related services. iLEAD Lancaster's primary internal method for referral for assessment will be the Student Success Team. When a parent/guardian suspects that a child has a disability, the parent/guardian will be advised by the school to notify the school in writing in order to arrange for an SST or possible testing and evaluation (parents/guardians who make the request orally will be provided assistance, if needed, in making a written request). Parent/guardian notification and request for special education testing and evaluation will trigger legal timelines, and iLEAD Lancaster will follow all legal mandates for a timely response.

After a learner is referred for assessment of a learning disability, iLEAD Lancaster will provide the learner's parent or guardian with a proposed assessment plan within 15 days of the referral. The case manager will inform the parent/guardian that special education and related services are provided at no cost to them. iLEAD Lancaster will obtain informed consent from the parent/guardian before conducting the assessment. Once consent is given by the parent/guardian, the mutually agreed assessment(s) will be completed within the legal 60-day timeline.

The case manager will be responsible for gathering all pertinent information and sharing such information with all others involved in the assessment. Information gathered will be used as tools to determine the learner's disability, eligibility for services, and the nature and extent of required services. If needed or requested, an interpreter will be provided for the parent or guardian during the assessment. An iLEAD Lancaster facilitator or staff member may serve as the interpreter, if fluent in the parent/guardian's native language and with parent/guardian approval. The types of assessments that may be used for determining eligibility for specialized instruction and services will be selected by iLEAD Lancaster, in collaboration with any hired service providers, and will generally be performed by a qualified school psychologist, educational specialist, and nurse if applicable. Those assessments may include but are not limited to the following:

- Individual academic testing
- Facilitator observations
- Interviews
- Review of school records, reports, and work samples
- Parent/guardian input

Unless conflicting with SELPA policies and procedures, iLEAD Lancaster will follow the below assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and

procedures will govern, and iLEAD Lancaster will revise these guidelines accordingly:

- Parents or guardians of any learner referred for assessment must give their written consent for the school to administer the assessment;
- The learner must be evaluated in all areas related to his/her suspected disability;
- A professional with knowledge of the suspected disability will conduct the assessment;
- Multiple assessments will be delivered by qualified professionals to measure the learner's strengths and needs;

- Assessments will be delivered without cultural, racial, or gender bias;
- Assessment results will be delivered to the parent/guardian in their primary language, and an interpreter will be provided if needed;
- Assessments will be adapted as necessary for learners with impaired sensory, physical, or speaking skills; and a multidisciplinary team will be assembled to assess the learner.

Once the assessment is completed, iLEAD Lancaster will hold a meeting to review the results of the assessment and determine whether the learner qualifies for special education. This is the initial IEP meeting, described in detail below, and iLEAD Lancaster will give the learner's parent/guardian the opportunity to participate through the facilitated IEP process. iLEAD Lancaster will be responsible for scheduling, coordinating, and facilitating the IEP meeting with all team members to include the parent/guardian as an essential team member.

If a learner enrolls at iLEAD Lancaster with an existing IEP, an IEP meeting will be convened within 30 days to review the existing IEP, discuss the learner's present levels of performance and needs, and offer appropriate placement and services within the school's modified inclusion program. Prior to such meeting and pending agreement on a new IEP, if needed, iLEAD Lancaster shall work to implement the existing IEP or as otherwise agreed upon by the parent/guardian.

Each learner with an IEP will have an IEP team that oversees the IEP development, implementation, and progress of the learner. All decisions concerning the learner's special education program are made by the IEP team. The IEP team at iLEAD Lancaster will consist of the following individuals:

- The School Director or designee
- The parent/guardian of the learner for whom the IEP was developed;
- The learner, if appropriate
- At least one core classroom facilitator who is familiar with the curriculum or progress appropriate to that learner
- The specialists providing special education services to the learner
- If the learner was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results

Others familiar with the learner may be invited as needed. iLEAD Lancaster will view the parent/guardian as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. If the parent/guardian cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as rescheduling the meeting or conferencing by telephone or webcam. A copy of the IEP will be given to the parent/guardian in accordance with the law and SELPA policies, as applicable.

Upon the parent's or guardian's written consent, iLEAD Lancaster will implement the IEP, in cooperation with the SELPA. The IEP will include all required components and be written on SELPA-approved forms. The elements of the IEP will include the following:

- Assessments used to determine present levels and identify needs, developmental goals, and objectives

- A statement of the learner's present levels of academic achievement and functional performance
- The rationale for placement decisions
- The services the learner will receive and the means for delivering those services
- A description of when services will begin, how often the learner will receive them, who will provide them, and where they will be delivered
- Measurable annual goals/objectives focusing on the learner's current level of performance
- A description of how the learner's progress will be measured and monitored
- An explanation of the extent, if any, to which the learner will not participate in general education
- Any accommodations necessary to measure the academic achievement and functional performance of the learner on state and district assessments
- Transition goals for work-related skills, if applicable
- A description of the means by which the IEP will be provided under "emergency conditions" in which instruction or services, or both, cannot be provided to the learner either at the school or in person for more than 10 school days

IEP meetings will be held according to the following schedule:

- Yearly to review the learner's progress and make any necessary changes
- Every three years to review the results of a mandatory comprehensive reevaluation of the learner's progress
- After the learner has received a formal assessment or reassessment
- When a parent, guardian, or facilitator feels that the learner has demonstrated significant educational growth or a lack of anticipated progress
- When an Individual Transition Plan (ITP) is required at the appropriate age
- When a special education learner has been suspended, especially if they demonstrate a pattern of misbehavior, to determine if changes to the IEP are required to address the misbehavior
- Prior to the expulsion of a learner with an IEP, to determine if the learner's misconduct was a manifestation of his/her disability
- If the parent/guardian, an iLEAD Lancaster staff member, the SELPA, hired service providers, or the learner has communicated a concern about the learner's progress

The IEP team will formally review each learner's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the learner is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the learner's progress.

If a parent/guardian or faculty member feels the learner's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, the IEP team will have thirty days, not including

school vacations greater than five days, to hold the IEP meeting. The school will encourage open communication between the parent/guardian and the SELPA for any items related to the special education services. Learners at iLEAD Lancaster who have IEPs will continue to attend the school, unless the IEP recommends otherwise.

Approximately three times per year, parents/guardians will be informed of the learner's progress

toward meeting annual goals and whether the learner is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the learner's progress toward achieving the annual goal is measured, the learner's progress during the relevant period, the extent to which it is anticipated the learner will achieve the annual goal prior to the next annual review and, where needed, the reasons the learner did not meet the goal.

iLEAD Lancaster will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education facilitator. Learners at the school who have IEPs will be served in the Least Restrictive Environment (LRE). However, should a learner's IEP team determine that the learner requires an alternative placement, the school will work with the learner's home district to ensure an appropriate placement and services.

Special Education Strategies for Instruction and Services

As detailed throughout this petition, iLEAD Lancaster employs a highly individualized model of instruction for all learners, which benefits all learners with learning challenges. iLEAD Lancaster utilizes a Multi-Tiered Systems of Support (MTSS) model and will also comply with the federal mandate of the LRE. iLEAD Lancaster will mainstream all of its learners as much as is appropriate according to each individual IEP. Each learner's IEP will require different kinds of modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the learner's needs and how these fit within the general educational program of the school.

iLEAD Lancaster will provide several programs for learners with special needs, whereby the academic program is structured in one or several of the following ways: an Educational Specialist may provide support services in the classroom or in a small group; an on-site Educational Specialist may coordinate programs and services for learners who are fully included in the regular education classroom; or a Modified Inclusion model may be employed, where classes have learners with identified special needs, a regular education facilitator, and a special education paraprofessional. An on-site Educational Specialist will collaborate with regular education facilitators and oversee implementation of each learner's IEP.

iLEAD Lancaster may contract support, such as the iLEAD California Student Support Team, and may also contract with outside special education service providers depending on operational needs or specific requirements of the learners' IEPs. Some of the potential contracted services may include but are not limited to nurses, speech-language pathologists, school psychologists, Adaptive Physical Education (APE) facilitators, autism behavioral or occupational therapists, visually impaired and orientation mobility providers, and deaf and hearing impaired providers. iLEAD Lancaster will reassess its special education staffing, service providers, methods, and strategies on a continuous basis to ensure that all services provided are effective and of the highest quality.

iLEAD Lancaster will retain the option, based on operational evaluation and program needs, to employ a

high-quality special education service provider, such as iLEAD California SPED Services, who can coordinate and facilitate some or all of the special-education-related services and instruction

for learners. These types of special education service providers may provide iLEAD Lancaster with the following staff:

- Credentialed special education facilitators, resource specialists, educational specialists
- School psychologists
- Occupational therapists
- Physical therapists
- Speech-language pathologists
- Visually impaired providers
- Orientation and mobility providers
- Deaf and hard-of-hearing providers
- School nurses
- Interpreters for learners who are deaf or hard of hearing

Reporting

iLEAD Lancaster, in collaboration with the SELPA and the iLEAD Lancaster service providers, will collect and maintain the following information on disabled learners as required by IDEA:

- A calculation of all school-age learners with disabilities being provided special education services by age, grade, and category of disability, and the number of those learners who are also English Learners;
- The number of learners provided with test modifications and the types and number of learners exempted from assessments;
- The settings in which learners with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of learners with disabilities suspended “in school” and out of school, organized by disability and length of suspensions; and
- The basis of exit from iLEAD Lancaster for learners with disabilities (e.g., attainment of diploma and type, a move, change of eligibility, etc.)

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the case manager (or their designee), who will ensure that a central file with all special education evaluation material and IEPs is properly maintained.

Records will be maintained and the file locked and confidential, in accordance with IDEA guidelines. The case manager for each learner will oversee access to these records and will be responsible for ensuring that all providers responsible for the implementation of a learner’s IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Non-Public Placements/Non-Public Agencies

iLEAD Lancaster shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education learners.

Nondiscrimination

It is understood and agreed that all children will have access to iLEAD Lancaster and no learner shall be denied admission nor counseled out of iLEAD Lancaster due to the nature, extent, or severity of his/her disability or due to the learner's request for, or actual need for, special education services.

Due Process and Procedural Safeguards

Parents or guardians of learners with IEPs at iLEAD Lancaster will need to give written consent for the evaluation and placement of their child, which will be included in the decision-making process when change in placement is under consideration, and will be invited, along with facilitators, to all conferences and meetings to develop their child's IEP. If a learner with an IEP is faced with a suspension for more than ten days or an expulsion, the IEP team will meet to determine whether the learner's misconduct was a manifestation of his or her disability. Any concerns or disagreements raised by a parent/guardian will be acknowledged by the school within five days, after which a meeting between the parent/guardian and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

iLEAD Lancaster will provide the parent/guardian with all notices of procedural safeguards as well as with information on the procedure to initiate both formal and informal dispute resolutions. In the event that a parent/guardian files a request for a due process hearing or request for mediation, iLEAD Lancaster shall defend the case. Parents or guardians also have the right to file a complaint with the District and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Section 504 of the Rehabilitation Act

iLEAD Lancaster will recognize its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to, discrimination under any program of iLEAD Lancaster. Any learner who has an objectively identified disability that substantially limits a major life activity including but not limited to learning is eligible for accommodation by the school.

A 504 team will be assembled by the School Director and shall include the School Director (or their designee), parent/guardian, the learner if appropriate, a qualified faculty member, and other qualified persons knowledgeable about the learner, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the learner's existing records including academic, social, and behavioral and pertinent health records shared by parents/guardians. The 504 team is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the learner has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The learner evaluation shall be carried out by the 504 team, who will evaluate the nature of the learner's disability and the impact upon the learner's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel
- Tests and other evaluation materials that are tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient
- The results of tests selected and administered to a learner with impaired sensory, manual, or speaking skills accurately reflect the learner's aptitude or achievement level, or the factors the test purports to measure, rather than reflecting the learner's impaired sensory, manual, or speaking skills

The final determination of whether the learner will or will not be identified as a person with a disability is made in writing by the 504 team, and notice is given in writing to the parent or guardian of the learner in their primary language along with the procedural safeguards available to them. If during the evaluation the 504 team obtains information indicating possible eligibility of the learner for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the learner is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the learner receives a free and appropriate public education (FAPE). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the learner, drawing upon a variety of sources, including but not limited to assessments conducted by the school's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary.

All 504 team participants, parents, guardians, facilitators, and any other participants in the learner's education, including substitutes and tutors, must have a copy of each learner's 504 Plan. The site director will ensure that facilitators include 504 Plans with lesson plans for short-term substitutes and that they review the 504 Plan with any long-term substitutes. A copy of the 504 Plan shall be maintained in the learner's file. Each learner's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Annual Goals and Actions to Achieve State Priorities

Pursuant to Education Code Section 47605(c)(5)(A)(ii), listed below in Element B are iLEAD Lancaster's annual goals for all learners and for each subgroup of learners, to be achieved in the state priorities that apply for the grade levels served by iLEAD Lancaster and specific annual actions to achieve those goals. iLEAD Lancaster will annually update its goals and annual actions using the LCAP template adopted by the State Board of Education. iLEAD Lancaster shall comply with all requirements of Education Code section 47606.5, including, but not limited to the requirement to hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP, and to consult with teachers, principals, administrators, other school personnel, parents, guardians, and pupils in developing the LCAP and annual update.

ELEMENT B (2): MEASURABLE PUPIL OUTCOMES AND ASSESSMENTS

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, by the charter school. [California Education Code Section 47605(c)(5)(B)]

Measurable Pupil Outcomes: Alignment with the Eight State Priorities

iLEAD Lancaster, in accordance with Education Code sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), has established goals, actions, and measurable outcomes that are aligned with the state priorities as described in Education Code section 52060(d). These outcomes address increases in pupil academic achievement both school-wide and for all pupil subgroups served by iLEAD Lancaster, as that term is defined in Education Code section 52052(a). Additionally the LCAP is attached in Appendix D. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

State Priority #1: Basic Services		
(1) Teachers are assigned and fully credentialed. (2) Students have access to the standards-aligned instructional materials. (3) School facilities are maintained.		
GOAL 1: Awaken the leader in everyone through Project-Based Learning, Social-Emotional Learning, and Individualized Learning. Cultivate a thriving school community by providing a safe environment, generating active engagement between the school and its educational partners, and ensuring all learners are ready for postsecondary endeavors.		
GOAL 2: Build Lifelong Learners and Design Thinkers by providing all learners with a rigorous, creative, and broad program to maximize academic achievement as outlined in the school’s charter.		
Actions	Measurable Outcomes	Methods of Measure
1.1 Maintain Safe, Clean, Welcoming School Facilities: The facilities team will ensure all educational partners have clean, safe, innovative spaces that align with the school's vision, mission, learner outcomes, and methodology, which allow high-quality learning to take place.	Maintain “good status” as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC).	SARC Fit Tool Rating
1.2 Fund High-Quality Staff: Leadership and HR will recruit and retain fully credentialed and appropriately assigned staff to provide high-quality instruction	Misassignments of Teachers of English Learners will be less than 1% and Total Teacher Misassignments will be less than 1.	SARC Misassignments of Teachers of English Learners Total Teacher Misassignments

and support for all learners. 1.3 Fund High-Quality Staff Who Bridge Learning Gaps: Leadership and HR will recruit and retain qualified staff to provide support to English Learners, homeless/foster youth, and socioeconomically disadvantaged youth to ensure adequate support to meet academic and SEL goals.		
- Ensure Access to Standards-Aligned, Tier I Instructional Materials: Leadership and certificated staff will ensure that all learners have access to and are engaged with standards-aligned, Tier I instructional materials, including technology, paper, and/or digital curriculum as appropriate, and other instructional materials as needed to support academic achievement. - Ensure Access to Standards-Aligned, Tier II and III Instructional Materials: Leadership, certificated staff, and support staff will ensure that all learners have access to standards-aligned instructional materials, including technology, paper and/or digital curriculum as appropriate, and other instructional materials as needed that remove barriers to learning and support academic achievement.	Director will mark 4 or 5 (full implementation or sustainability) on priority Priority 2B. Educational Partner Surveys will indicate satisfaction with curriculum and instructional materials. Course Exploratory Offerings will be at or above 10 total offerings.	Local Indicator Survey Priority 2B: Rate the LEA's progress in making instructional materials that are aligned with the recently adopted academic standards and/or curriculum framework identified below available in all classrooms where the subject is taught. Based on learners' access to an evidence-based curriculum and materials as identified by the school for each discipline offered. Parent and Learner Survey Data Enrollment in a Broad Course of Study

State Priority #2: Implementation of Common Core State Standards		
<i>Implementation of academic content and performance standards for all students, including English Learners having access to the state standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.</i>		
GOAL 2: Build Lifelong Learners and Design Thinkers by providing all learners with a rigorous, creative, and broad program to maximize academic achievement as outlined in the school's charter.		
Actions	Measurable Outcomes	Methods of Measure

2.3 Deliver Effective ELD Programming: The EL Coordinator and school staff will apply professional learning, data, and resources to provide English Learners with support for academic achievement through designated and integrated ELD instruction, monitoring and data protocol, ongoing professional development and support, engagement of families of English Learners through ELAC, and other evidence-based strategies.	CA School Dashboard: English Learner progress will be at or above state levels. Internal: English Learner reclassification rate will maintain above 20%.	CA School Dashboard: ELs making progress toward proficiency Internally calculated reclassification rates based on CALPADS data and state instructions
2.4 Implement MTSS and PBL Instruction and Assessment with Fidelity: Certificated staff will utilize strong project-based learning and multi-tiered systems of support for ELA, math, and science to maximize academic achievement.	CAASPP ELA and Math Participation Rates will be 95% or above and Distance from Standard/Color will increase 30 points in three years. CAST Score Whole School will increase 9% in three years. MAP ELA and Math CGI will maintain at or above -0.2. 75% of learners will meet their self-identified academic readiness goal.	CA School Dashboard: CAASPP Scores ELA & Math CAST Scores NWEA CGI MAP Results Learner Individualized Learning Plan Fall and Spring Surveys
2.5 Foster a Staff Culture of Excellence through Lifelong Learning: All staff will engage in a variety of professional development activities that enhance the iLEAD methodology, equity, California Content Standards, and California Standards for the	Approved Staff Calendar non-student days and/or PD opportunities will remain at or above 22. Staff Surveys on PD will indicate satisfaction with PD offerings. CA School Dashboard Local Indicator Survey: Priority 2C will mark	Board-Approved Staff Calendar Annual Staff Survey Data Annual CA School Dashboard Local Indicator Survey
Teaching Profession to increase the effectiveness of instruction to all learners.	4s and 5s.	

State Priority #3: Parental Involvement		
<i>Includes family engagement in decision-making and promotion of family participation in the education process for all learners, including students with disabilities.</i>		
Goal 1: Awaken the leader in everyone through Project-Based Learning, Social-Emotional Learning, and Individualized Learning. Cultivate a thriving school community by providing a safe environment, generating active engagement between the school and its educational partners, and ensuring all learners are ready for postsecondary endeavors.		
Actions	Measurable Outcomes	Methods of Measure

1.4 Inclusively Collaborate with Educational Partners: Outreach, leadership, and staff will offer multiple ways for educational partners to engage in and contribute to the school community. Through family groups, volunteer opportunities, family education initiatives, and outreach strategies, the school will ensure that all educational partners are valued and have the opportunity to contribute to the school's vision and mission. The school will also conduct an annual survey for input on the school and its programs as well as collect data from board meetings, School Site Council meetings, iSUPPORT meetings, and ELAC meetings to ensure that educational partners' voices are included in ongoing continuous improvement efforts.	Director will mark 4s and 5s annually on Priority 3 Rubric Local Indicator Self-Reflection Tool. Director will indicate at minimum 15 family/community engagement opportunities annually. Annual Family Surveys will indicate satisfaction with opportunities to engage in and contribute to the school community.	CA Dashboard Local Indicators: Priority 3 Rubric Local Indicator Self-Reflection Tool Annual Director LCAP Survey Data on number of family/community engagement opportunities Annual Educational Partner Survey: Family Engagement, Perception, and Strategic Input
1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils: Outreach, leadership, and staff will incorporate multiple ways for educational partners to engage in and contribute to the school community. Through family groups, family education opportunities, volunteer	Director will mark 4s and 5s annually on Priority 3 Rubric Local Indicator Self-Reflection Tool. Director will indicate at minimum three family/community engagement opportunities specific to unduplicated pupils annually. Annual Family Surveys will indicate	CA Dashboard Local Indicators: Priority 3 Rubric Local Indicator Self-Reflection Tool Annual Director LCAP Survey Data on number of family/community engagement opportunities Annual Educational Partner Survey: Family Engagement, Perception,
opportunities, family education initiatives, and outreach strategies, the school will ensure that all educational partners are valued and have the opportunity to contribute to the school's vision and mission. The school will also conduct an annual survey for input on the school and its programs as well as collect data from board meetings, School Site Council meetings, iSUPPORT meetings, and ELAC meetings to ensure that educational partners' voices are included in ongoing continuous improvement efforts.	satisfaction with opportunities to engage in and contribute to the school community.	and Strategic Input

State Priority #4: Student Achievement

Addresses statewide and other assessment performance, preparing students for college and career (through graduation, UC requirements, dual enrollment, AP exams, CTE and other CCI indicators), and English Learner progress and reclassification.

GOAL 1: Awaken the leader in everyone through Project-Based Learning, Social-Emotional Learning, and Individualized Learning. Cultivate a thriving school community by providing a safe environment, generating active engagement between the school and its educational partners, and ensuring all learners are ready for postsecondary endeavors.

GOAL 2: Build Lifelong Learners and Design Thinkers by providing all learners with a rigorous, creative, and broad program to maximize academic achievement as outlined in the school's charter.

Actions	Measurable Outcomes	Methods of Measure
2.4 Implement MTSS and PBL Instruction and Assessment with Fidelity: Certificated staff will utilize strong project-based learning and multi-tiered systems of support for ELA, math, and science to maximize academic achievement.	CAASPP ELA and Math Participation Rates will be 95% or above and Distance from Standard/Color will increase six points in three years. CAST Score Whole School will increase three percent in three years. MAP ELA and Math CGI will maintain at or above -0.2.	CAASPP ELA and Math Participation Rates and Distance from Standard/Color CAST Score Whole School MAP ELA and Math CGI Learner ILP Goal
	60% of learners will meet their self-identified academic readiness goal.	

State Priority #5: Student Engagement

Addresses school attendance, chronic absenteeism, middle school dropout, high school dropout, and high school graduation rates.

GOAL 3: Champion Empathetic Citizens and Authentic Individuals who feel safe, supported, and encouraged by their school community.

Actions	Measurable Outcomes	Methods of Measure
3.2 Implement Multi-Tiered Systems of SEL Support: Using MTSS, the school will provide training, resources, and supports to staff, families, and learners so that all learners have access to appropriate SEL systems and strategies to support mental health, safety, and well-being.	Director will mark 4s and 5s annually on Priority 3 Rubric Local Indicator Self-Reflection Tool. Annual Educational Partner Survey: Student Perception of School Safety and Connectedness will indicate the majority of learners feel safe and connected in their school environment.	CA School Dashboard Local Indicators: Parent/Guardian & Family Engagement & Local Climate Survey Annual Educational Partner Survey: Student Perception of School Safety and Connectedness

3.3 Provide Access to High-Quality Counseling: School staff will provide academic counseling and resources to promote a high four-year graduation rate while also lowering the school's dropout rate. 3.4 Increase and Improve Counseling and Services for High-Needs Learners: Leadership will ensure increased access and improved services for English Learners, homeless youth, foster youth, and socioeconomically disadvantaged youth to increase SEL, graduation rates, and access to additional services needed that remove barriers to learning.	The middle school dropout rate will maintain at or below 1%. Annual Educational Partner Survey: Student Perception of School Safety and Connectedness will indicate the majority of learners feel safe and connected in their school environment.	CALPADS Dropout Rate Annual Learner Surveys
3.5 Nurture a Safe and Engaging School Environment That Learners Are Excited About: All staff will personalize learning and ensure that all learners have opportunities to feel engaged in whole-child education. The school will	The attendance rate will improve by 5% over three years. Chronic absenteeism will decrease by 5% over three years.	CALPADS Attendance Rate CA School Dashboard: Chronic Absenteeism Rate Annual Learner Surveys
provide events, extracurricular offerings, leadership opportunities, and meet the community needs as indicated through educational partner feedback to support engagement. Re-engagement and support systems will be implemented to support families in meeting high attendance expectations.		

State Priority #6: School Climate		
Addresses student suspension rates, expulsion rates, other local measures including surveys of learners, parents, and teachers on the sense of safety and school connectedness.		
GOAL 3: Champion Empathetic Citizens and Authentic Individuals who feel safe, supported, and encouraged by their school community.		
Actions	Measurable Outcomes	Methods of Measure

3.1 Commit to Proactive and Restorative Discipline Practices: Leadership and Learning Support will provide training, resources, and support for all staff to utilize Love and Logic, 7 Habits, and Restorative Practices through a trauma-informed lens to support a safe, positive, and restorative learning environment where discipline is used as an effective tool in developing self-efficacy and resilience in all learners.	The Suspension rate will decrease by 6% over three years, and the Expulsion rate will remain at or below 1%. Annual Educational Partner Survey: Student Perception of School Safety and Connectedness will indicate the majority of learners feel safe and connected in their school environment.	CA School Dashboard State Indicator: Suspension Rate Annual Educational Partner Survey: Student Perception of School Safety and Connectedness
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State Priority #7: Course Access		
Addresses a course of study where programs and services are developed and provided to English Learners, students with special needs, foster youth, and individuals with exceptional needs.		
GOAL 2: Build Lifelong Learners and Design Thinkers by providing all learners with a rigorous, creative, and broad program to maximize academic achievement as outlined in the school's charter.		
Actions	Measurable Outcomes	Methods of Measure
2.1 Ensure Access to Standards-Aligned, Tier I Instructional Materials: Leadership and certificated staff will ensure that all learners have	Director will mark 4 or 5 (full implementation or sustainability) on Priority 2B. Educational Partner Surveys will	Local Indicator Survey Priority 2B: Rate the LEA's progress in making instructional materials that are aligned with the recently adopted academic standards and/or

access to and are engaged with standards-aligned, Tier I instructional materials, including technology, paper, and/or digital curriculum as appropriate, and other instructional materials as needed to support academic achievement. 2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials: Leadership, certificated staff, and support staff will ensure that all learners have access to standards-aligned instructional materials including technology, paper and/or digital curriculum as appropriate, and other instructional materials as needed that remove barriers to learning and support academic achievement.	indicate satisfaction with curriculum and instructional materials. Course Offerings will reflect broad and diverse opportunities to satisfy LEA's graduation requirements.	curriculum framework identified below available in all classrooms where the subject is taught. Based on learners' access to an evidence-based curriculum and materials as identified by the school for each discipline offered. Parent/Guardian and Learner Survey Data Enrollment in a Broad Course of Study
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2.3 Deliver Effective ELD Programming: The EL Coordinator and school staff will apply professional learning, data, and resources to provide English Learners with support for academic achievement through designated and integrated ELD instruction, monitoring and data protocol, ongoing professional development and support, engagement of families of English Learners through ELAC, and other evidence-based strategies.	CA School Dashboard: English Learner progress will be at or above state levels. Internal: English Learner reclassification rate will remain above 20%.	CA School Dashboard: ELs making progress toward proficiency Internally calculated reclassification rates based on CALPADS data and state instructions
2.5 Foster a Staff Culture of Excellence through Lifelong Learning: All staff will engage in a variety of professional development activities that enhance the iLEAD methodology, equity, California Content Standards, and	Approved Staff Calendar non-student days and/or PD opportunities will remain at or above 22. Staff Surveys on PD will indicate satisfaction with PD offerings.	Board-Approved Staff Calendar Annual Staff Survey Data Annual CA School Dashboard Local Indicator Survey
California Standards for the Teaching Profession to increase the effectiveness of instruction to all learners.	CA School Dashboard Local Indicator Survey: Priority 2C	

State Priority #8: Other Student Outcomes		
<i>Addresses all other indicators of student performance in required areas of study.</i>		
GOAL 1: Awaken the leader in everyone through Project-Based Learning, Social-Emotional Learning, and Individualized Learning. Cultivate a thriving school community by providing a safe environment, generating active engagement between the school and its educational partners, and ensuring all learners are ready for postsecondary endeavors.		
Actions	Measurable Outcomes	Methods of Measure
1.6 Build Social Capital and Recognize and Celebrate Learner Achievement: Counselors and leadership will maximize opportunities for learners to be recognized for achievements that support learner success.	At least 80% of learners and parents contribute answers that indicate the school successfully builds social capital and recognizes student achievement as measured by annual educational partner surveys	Parent and learner survey participation

iLEAD Lancaster has set rigorous, relevant, and attainable academic, social, and ethical expectations that directly align with the mission and vision for its learners and will continue to pursue the following standards-based learner outcomes:

- Learners will demonstrate mastery of key grade-level California content standards in English/ Language Arts, History/ Social Studies, Mathematics, and Science.

- Learners will demonstrate social and emotional skills, critical-thinking skills, and creativity.
- Learners will demonstrate qualities of competent, self-motivated “lifelong learners.”

iLEAD Lancaster will be committed to ensuring that all learners demonstrate growth in mastery of Common Core Standards through Project-Based Learning, Social-Emotional Learning, and Individualized Learning. These learning outcomes are aligned with the California Common Core State Standards (CA CCSS) and directly reflect the school’s unique educational program. These outcomes represent the skills, knowledge, and qualities that form the building blocks for competent, self-motivated, and lifelong learning.

To ensure that iLEAD Lancaster's primary goal of increased academic growth and achievement for all learners is met, learner achievement data obtained from both state assessments and local standardized assessments will be disaggregated annually to clearly identify the academic performance of learners by subgroups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, students with disabilities, etc.).

ELEMENT C (3): METHODS OF ASSESSMENT

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. [California Education Code Section 47605(c)(5)(C)]

iLEAD Lancaster will use multiple assessment measures to gain an accurate perspective of students’ learning, as learning styles and instructional methods vary greatly and no single measure tells the entire story. iLEAD Lancaster’s methods of assessment will align with learner outcomes and instructional methods. The data will not be a standalone summation of achievement but part of a feedback loop that is integral to facilitating and learning. We use assessment methods to do the following:

- Plan learning and inform instruction
- Evaluate teaching strategies for continuous improvement
- Identify learners’ strengths, challenges, and learning styles
- Provide learners, facilitators, and parents/guardians with information useful in promoting learning and development

Mandated State Assessments

As is required by California law, iLEAD Lancaster will meet all statewide standards and conduct the state pupil assessments required pursuant to Section 60605, including the California Assessment of Academic Performance and Progress (CAASPP) and other mandated state assessments. iLEAD Lancaster will administer tests that are required by grade level, including the Smarter Balanced Assessments (SBAC) or California Alternate Assessment (CAA), California Science Test (CAST), and the English Language Proficiency Assessment for California (ELPAC). These test results will be one of multiple assessment methods used to document and monitor learner performance and assessment. The California Accountability Model and School Dashboard will serve as a tool for iLEAD Lancaster, and iLEAD Lancaster

will report the school's data to educational partners annually as described above.

Growth Measures: Pre- and Post-Tests

To effectively assess learners' academic growth over time, iLEAD Lancaster utilizes value-added growth measures, including school year pre-, mid-, and post-formative assessments. At the beginning of each academic year, iLEAD Lancaster administers a formative pre-assessment to measure each learner's strengths and challenges in reading and mathematics.

Throughout the school year, iLEAD Lancaster will monitor learner progress using a variety of methods (described below). iLEAD Lancaster will administer another formative assessment midyear and then another at the end of the year. In this manner, we are able to assess learners' initial skills upon their enrollment at the school and at the beginning of each academic year, during key "check-in" points throughout the year, and at the end of each year to ensure that learners are making progress toward achieving iLEAD Lancaster's pupil outcomes.

Classroom Assessments

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

Authentic assessments: iLEAD Lancaster will use authentic assessments to assess skills best observed in holistic application (as opposed to discrete skills and factual knowledge that more traditional assessments are designed to assess). As described in the school's mission and vision, iLEAD Lancaster seeks to develop real-world skills and self-directedness that prepare learners for successful careers and fulfilling lives. Authentic assessments align best with many of the learning outcomes and instructional modes associated with these goals. Possible assessments include a learner-designed science experiment, a benchmark writing assignment, participation in a historical debate, complex mathematical problem-solving from a real-world context, or creation of a flyer to inform community members about an important social issue or program. These "performances" also provide opportunities to shine, especially for learners who perform better in these circumstances than in "test" situations. Expectations are communicated clearly to learners at the start of each assignment using facilitator-developed rubrics and, where possible, sample products receiving high, medium, and low scores. Students learn to use rubrics to self-assess, to describe their growth over time, and to set learning goals.

Standards-based assessments: iLEAD Lancaster will utilize standards-based assessments to measure learner proficiency against clearly defined academic benchmarks. This approach ensures that learners are evaluated based on their mastery of specific skills and knowledge as outlined in educational standards, rather than being compared to their peers. Standards-based formative and summative assessments align with our commitment to personalized learning by providing precise feedback on individual progress, allowing facilitators to tailor instruction to meet the diverse needs of each learner. These assessments will be integrated alongside other evaluation methods to create a comprehensive understanding of learner achievement and growth.

Publisher-developed assessments: When textbooks are used, iLEAD Lancaster may choose to use diagnostics and other assessments that are part of the package. Publisher-developed assessments may also be used apart from textbooks where they provide helpful data and align well with iLEAD Lancaster's learner outcomes and instructional methods.

Project completion: Each learner's successful completion of projects will be tracked. Participation in the POL and their ability to present their learning will be included in the project completion rubrics. Student reflection will be an integral part of project assessment.

Facilitator-developed quizzes, tests, and other assessments: Facilitators often develop curriculum from sources that don't include prepackaged assessments. To align with taught curriculum, facilitators often create quizzes, tests, and other assessments to monitor learner progress.

Facilitator observation and narratives: Facilitators look for evidence that relates to planned learning outcomes; that is, specific behaviors that indicate that learners have developed an understanding of a particular concept or have acquired or refined a particular skill. Narratives are write-ups of the evidence found.

Checklists of progress: These are simple checklist-style records of the learner's level of mastery of skills. They are helpful as a formative record to inform planning and teaching and as a summative record to provide information for learners, parents, guardians, and other facilitators.

Portfolios: These are purposeful collections of learner work that exhibit the learner's efforts, progress and achievements in one or more areas. Learners will also reflect on their growth on the iLEAD Learner Outcomes and include self-evaluations, artifacts, reflections, and other evidence during the school year. The collection includes learner participation in selecting contents, the criteria for selection, the criteria for judging merit and evidence of learner self-reflection. A portfolio is a storehouse that captures growth and learner and facilitator input; a measure of growth that shows process as well as product and learner self-assessment; a record to pass on to the next class or school; and a complement to facilitator's judgments. These portfolios are used in a variety of ways, such as Learner-Led Conferences and the annual iLEAD Showcase of Learning.

Learner Outcomes: The iLEAD Learner Outcomes are assessed at the end of each semester through a self-evaluation survey completed collaboratively by the learner and facilitator. Each Learner Outcome has between five to six "I Can" statements, which are evaluated using a proficiency continuum: emerging, developing, applying, and mastering. Learner Outcomes are also assessed individually throughout the year using customized rubrics for grades K-2 and 3-8.

Use and Reporting of Data

iLEAD Lancaster staff analyze learner performance data to establish policies and make programmatic and staffing decisions that support the achievement of all learners, and they share this information with the governing board. Together they will look at how well learners are learning by content area and by subgroup (e.g., linguistic, ethnic, gender, as well as high and low achievers, special education learners, and English Learners) to identify any gaps in learner achievement and ensure that appropriate corrective plans are put into place. This process occurs at least annually so that the governing board may monitor policies and staff performance for continual improvement of instruction.

iLEAD Lancaster's instructional staff will regularly analyze overall and subgroup data, identify programmatic strengths and weaknesses within each content area, set instructional goals, and implement corrective plans to fill any gaps, adjusting professional development and curriculum

accordingly. Staff will monitor progress toward identified learner outcomes on an ongoing basis and analyze learner performance data before and throughout each school year to adjust instruction according to learner needs. Facilitators will be supported to teach using formative assessments to modify instruction in response to class-wide and individual learner needs. The instructional culture of the school is one of self-reflection and inquiry into pedagogical practices to meet the changing needs of new and existing learner populations.

iLEAD Lancaster is accountable to stakeholders by providing them with transparent information on learner achievement; parent/guardian, learner, and facilitator program satisfaction; financial stability; graduation and college attendance rates and information; and attendance. iLEAD Lancaster shares accountability information with the school community, the larger community, and the District via an annual report, the school's website, and school-wide newsletters.

The iLEAD Lancaster Director and staff will analyze the information gathered and present it to the governing board in order to make data-driven programmatic, governance, and staffing decisions. Learner Reports of Progress (both academic and SEL) will be issued on a semester basis and will include detailed facilitator narratives.

ELEMENT D (4): GOVERNANCE

Governing Law: The governance structure of the charter school including, but not limited to, the process to be followed by the charter school to ensure parental involvement. [California Education Code Section 47605(c)(5)(D)]

Governance Structure

An independent charter school, iLEAD Lancaster Charter School, operated by iLEAD California Charters 1, a nonprofit public benefit corporation, is a legally and operationally independent entity from the District. The Board provides oversight to ensure that the Charter School fulfills its mission, vision, and terms of its charter, and complies with all applicable laws and regulations. iLEAD California Charters 1 operates multiple iLEAD-model charter schools in addition to iLEAD Lancaster.

The names and qualifications of the current Board members of iLEAD California Charters 1 are attached as an Appendix.

As required by Education Code Section 47604(d), iLEAD Lancaster and iLEAD California Charters 1 are solely responsible for the debts and obligations of the Charter School and for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law. iLEAD Lancaster complies with Education Code Section 47604(b) and shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization.

Attached, as Appendices B, F, and G, please find the Charter School Articles of Incorporation, Bylaws, and Conflict of Interest Code.

Organizational Chart

Roles and lines of authority for board and management positions are depicted in the following organizational chart:

The Board of Directors has ultimate responsibility for the school's governance and policymaking, while the School Director manages day-to-day operations and reports directly to the Chief Executive Officer.

The Charter School maintains clear autonomy through this governance structure, with the Board of Directors retaining ultimate authority over governance, policymaking, and oversight. The School Director is responsible for day-to-day operations under the direction of the Board, ensuring that authority over budget, personnel, and programmatic decisions remains with the Board.

School Director's Role

The School Director reports directly to the Chief Executive Officer or designee and serves as the instructional leader and operational manager of iLEAD Lancaster. Responsibilities include:

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

Educational Partner Involvement

iLEAD Lancaster values Educational Partner input and ensures ongoing parent and community engagement in governance and school operations.

Parental Involvement Includes:

- Participation on the Governing Board
- Volunteering in classrooms or at events
- Membership in advisory committees such as ELAC and iSUPPORT (PTO)
- Input on LCAP development through surveys, meetings, and forums

Additionally, the Charter School will endeavor to communicate regularly with families, such as the following mechanisms:

- Weekly family newsletters

- Website updates
- Reports of Progress and Learner-Led Conferences
- Orientation sessions and Parent University workshops
- Open-door policy with School Director and staff

iLEAD Lancaster may maintain advisory groups, including any as required by law, for purposes of making recommendations regarding governance and operations or other matters of interest and concern. iLEAD Lancaster will maintain a Parent Advisory Committee (PAC) or School Site Council (SSC) in accordance with applicable legal requirements. In the event that 21 or more students designated as English Learners are enrolled, iLEAD Lancaster will form an English Learner Advisory Committee. The ELAC will be a committee composed of parents, staff, and community members specifically designated to advise school officials on English Learner program services. While parent participation is strongly encouraged, it is not a condition of admission or continued enrollment.

Legal and Policy Compliance

iLEAD Lancaster and iLEAD California Charters 1 shall comply with all applicable federal, state, and local laws and regulations, as well as applicable District policies and procedures, provided such policies are not in conflict with charter school law.

iLEAD Lancaster shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, CalSASS, and Education Code Section 47604.33.

In accordance with Education Code Section 47604.1, iLEAD Lancaster shall comply with:

- Brown Act (Government Code Section 54950 et seq.)
- Californian Public Record Act (CPRA)
- Political Reform Act (PRA)
- Government code Section 1090 et seq.
- Conflict of Interest rules per IRS guidelines and California nonprofit law

The Charter School has adopted a Conflict of Interest Code in compliance with the PRA and the Charter School complies with Government Code Section 1090 *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations, attached as Appendix I, which has been submitted to the County Board of Supervisors for approval.

All iLEAD California Charters 1 Governing Board meetings are noticed and conducted in accordance with the Brown Act. Agendas are posted on the Charter School's website in a timely manner. Agendas are posted on the Charter School's website and made accessible to the public at least 72 hours in advance of regular meetings and 24 hours for special meetings. This will allow the District to access the information easily. The District reserves the right, but is not obligated, to appoint a single representative to the Board pursuant to Education Code Section 47604(c).

Governance Board Composition and Selection

The Board of Directors consists of between five (5) to nine (9) board members and maintained in accordance with the organization's Bylaws and applicable law.

Board members are selected based on the knowledge, experience, and perspectives needed to

provide effective governance and advance the organization's mission.

Desired qualifications include:

- Commitment to the organization's mission and values.
- Willingness to actively participate in Board governance.
- Expertise that supports effective oversight, such as education, finance, law, business, facilities, fundraising, or community engagement.

Board member appointment, terms, vacancies, removal, and succession are governed by the Bylaws.

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Governance Operations

Scope of Authority and Responsibility

The Board of Directors is fully responsible for the operation and fiscal affairs of iLEAD Lancaster. Along with other duties, the iLEAD California Charters 1 Board of Directors is responsible for the following:

- Promoting and guiding the vision and mission of the organization
- Reviewing and approving educational and operational school policies
- Hiring the School Director
- Evaluating the performance of the School Director via a process approved by the Board
- Approving all major contracts, including contracts that would cause the Charter School to compensate an individual contractor more than one hundred thousand dollars (\$100,000) in a fiscal year
- Developing annual goals for the Charter School and long-range plans with input from the School Director, Advisory Councils, facilitators, and parents/guardians
- Monitoring learner performance, progress toward school-wide goals, objectives, academic achievements/learner progress, and financial status, and assessing any need for redirection
- Approving the Charter School's LCAP and Annual Update, annual budget, budget revisions, and annual independent audit report and overseeing the Charter School's fiscal affairs
- Receiving reports from, and providing recommendations to, the School Director and staff
- Participating in the dispute resolution procedure and complaint procedures when necessary
- Approve the request for charter petition material revisions and renewals as necessary to the District for consideration
- Ensure compliance with all applicable laws, including but not limited to the Brown Act, CPRA, PRA, and Government Code section 1090
- Executing all applicable responsibilities provided for in the California Corporations Code

Meeting Procedures

Board meetings are noticed and held in compliance with the Brown Act. Pursuant to Education Code Section 47604.1, meetings are held at the school site, or another suitable location within Los Angeles

County which is accessible to the iLEAD Lancaster community and the public. Accurate minutes

of meetings are maintained by the secretary or other individual as designated by the Board. Meeting agendas, minutes, and documents shall be maintained in the school office, another suitable office, and/or website. The School Director and any member of the Board of Directors may request that an item be placed on the agenda, with ultimate discretion to set the agenda being held by the Board Chair. Agendas for regular meetings are published in advance and distributed to each member of the Board of Directors and posted at the entrance of the Charter School's main office and on the website for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings are posted at least 24 hours before the meeting. The agenda may also be posted on the community bulletin board at the school site and/or offices.

An Annual Meeting is held on a date chosen by the Board in accordance with its Bylaws for the purpose of electing Board Members, designating officers, making and receiving reports on corporate affairs, setting the calendar of meetings for the upcoming year, and other business as comes before the Board.

A majority of the authorized number of Board Members then in office shall constitute a quorum. Every action taken or decision made by a majority of the Board at a meeting duly held at which a quorum is present shall be regarded as the act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law or other applicable laws.

Board Members may participate in a meeting through the use of teleconference or similar communications equipment as long as all requirements of the Brown Act, including Government Code Section 54953 are followed.

Board Training and Continuous Improvement

iLEAD California Charters 1 is committed to continuous improvement and ongoing training to assist the Board of Directors in fulfilling its responsibilities. To this end, the Board receives appropriate training and educational opportunities, both as a full Board and individually, including all training as required by law. Board Members attend the Board Development Training, which typically includes full-board training sessions with legal counsel or other experts familiar with public school governance, and/or training sessions with charter school governance experts, and includes topics in Conflicts of Interest laws and rules, the Brown Act, CPRA, ethics training, charter school finance, monitoring learner achievement, roles and responsibilities of the Board, child abuse and neglect, and tours of schools in the iLEAD California network.. Board and staff members will also attend trainings and conferences, with topics such as facilities, policy development, governance, team building, fundraising, measuring school and learner success, and other best practices. Training and education for new Board Members are also critical to ensure that these new members fully grasp their responsibilities as Board Members and develop the requisite expertise in public school oversight and monitoring to be effective. New Board Members go through an initial orientation and are given opportunities to attend supplemental training sessions in areas of school oversight where they lack experience and/or knowledge.

Board Policies and Appendices

Policies governing finance, conflict of interest, and board operations are accessible on the school website. The Fiscal Policy is included as Appendix J. All policies are designed to ensure compliance, internal controls, and ethical governance.

Appendices Referenced:

Bylaws

A set of Bylaws, reflecting the governance structure described herein, was adopted by the Board of Directors. See Appendix G for a copy of iLEAD California Charters 1's Bylaws.

Conflicts of Interest

Directors of the Governing Board, officers of the Board, and employees shall at all times comply with federal and state laws, nonprofit integrity standards, and applicable state and federal laws regarding ethics and conflicts of interest.

Accountability

The District serves as the chartering authority and provides supervisory oversight to the Charter School pursuant to Education Code Section 47604.32. The Charter School shall have all reporting duties to the District as described in Education Code Section 47604.33, and shall respond to all reasonable inquiries pursuant to Section 47604.3. The District may wish to further define its oversight role in a memorandum of understanding ("MOU") with the Charter School. The Charter School seeks to maintain a collaborative and amenable relationship with the District and is pursuing added value to the District. The Charter School will strive to always maintain a healthy communication with the District.

ELEMENT E (5): EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. [California Education Code Section 47605(c)(5)(E)]

Equal Employment Opportunity

iLEAD Lancaster acknowledges and agrees that all persons are entitled to equal employment opportunities. iLEAD Lancaster shall not discriminate against applicants or employees on the basis the characteristics listed in Education Code Section 220 (actual or perceived disability, race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics) or any other protected category. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

Credentialing Requirements

iLEAD Lancaster will adhere to all State and Federal requirements that are applicable to teachers and paraprofessional employees. iLEAD Lancaster shall ensure that its teachers (facilitators) shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for their certificated assignment in accordance with Education Code section 47605(l)(1).

All facilitators employed by iLEAD Lancaster have California Teaching Credentials that are searchable on the Commission on Teacher Credentialing website. iLEAD Lancaster will make every effort to minimize the use of facilitators with emergency credentials. As appropriate, iLEAD Lancaster may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a Governing Board of a school district.

iLEAD Lancaster certifies that all of its teachers will have obtained certificates of clearance and satisfy the requirements for professional fitness pursuant to Education Code Sections 44339, 44340, and 4341 in accordance with Education Code section 47605(1)(2).

Obligation to Report to California Commission of Teacher Credentialing

iLEAD Lancaster shall comply with Education Code section 44030.5 with respect to reporting a change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and Education Code Section 44939.5 regarding the reporting of egregious misconduct.

iLEAD Lancaster will comply with all applicable state and federal laws regarding background checks and clearance of all personnel and will comply with all state and federal laws concerning the maintenance and disclosure of employee records.

School Director (Principal/Superintendent)

The School Director is the primary administrator of the charter school's program. In this role, the School Director must possess both the leadership skills and academic competencies to effectively operate a high-quality educational program. The School Director will possess the following qualifications:

Leadership Competence

- The ability to articulate and support the philosophy and direction of iLEAD Lancaster's academic program
- The ability to implement program initiatives through appropriate professional development for staff
- The ability to lead effectively within a team environment
- The ability to communicate effectively with staff, learners, parents/guardians, community, private partners, and outside agencies to better meet the needs of the learners in the school
- The ability to use appropriate communication tools, especially current technologies
- The ability to exhibit and promote multicultural awareness, gender sensitivity, and racial and ethnic appreciation
- The ability to implement a shared decision-making process agreed upon by all stakeholders
- The ability to establish a framework for collaborative action and involve the school community in developing and supporting shared beliefs, values, mission, and goals for the school
- The ability to make informed, objective judgments
- The ability to work with all staff to create an effective staff development plan
- The ability to maintain and promote confidentiality as the norm under which the school operates
- The desire and ability to engage in continuing education and skills upgrading

Administrative Competence

- The ability to create and maintain a safe, orderly, positive, and effective learning environment
- The ability to implement the iLEAD Reflective Supervision Process and annually evaluate the performance of all school staff
- The ability to employ and monitor acceptable accounting procedures in the maintenance of all fiscal records
- The ability to work well with the Charter School Governing Board
- The ability to create and maintain a climate of respect and fairness for all staff and learners.

Overall Qualifications (desired/preferred but not required)

- Administrative Services Credential and/or Master's Degree in Education or equivalent
- At least five years of experience in the education field
- Management, administrative, and instructional expertise
- Curriculum development and implementation expertise
- Experience with school budgeting
- Willingness to learn about charter school leadership

Facilitator (Teacher)

iLEAD Lancaster will employ a teaching staff that holds appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. Facilitators are responsible for overseeing the learners' academic progress and for monitoring grading and matriculation decisions as specified in the Charter School's operation policies. TK teachers shall meet the qualifications set forth in Education Code Section 48000(g).

Essential Duties

- Demonstrated expertise in subject area and the ability to communicate the appropriate knowledge to each learner
- Knowledge and experience with standards-based instruction: ability to align curriculum and standards and willingness to adopt grading practices that can be used to authentically assess a learner's progress in a standards-based system
- Knowledge of assessment strategies and the ability to use data to drive their teaching and ensure continuous improvement of student learning
- Ability to effectively use a broad range of instructional strategies, including providing a differentiated curriculum, challenging goals, effective feedback, differentiated instruction, and backward mapping, among others
- Demonstrated competence using advanced technology as a learning tool: willing and able to integrate technology into teaching and student learning
- Outstanding classroom facilitation skills
- Belief in our mission that all learners will learn and successfully master the content and skills necessary for advanced postsecondary education
- Willingness to work as a vital part of the iLEAD Lancaster team to ensure continuous improvement for learners, staff, and the iLEAD Lancaster community as a whole
- Willingness and ability to work with learners and parents/guardians on an ongoing basis to ensure learner success
- Effectively demonstrates a love of learners, enthusiasm for teaching, the belief that each learner can and will succeed, and the willingness to do what it takes to make that happen
- Desire and ability to engage in continuing education, staff development, and skill upgrading
- Willingness to be involved in committees and task forces to support the Charter School's mission

- Ability to facilitate and articulate a shared vision of academic excellence for the Charter School community and create and maintain the support structures necessary to achieve the vision
- Demonstrated entrepreneurial thinking and strategic vision
- A willingness to model and teach social-emotional skills
- Positive references from most recent employment and/or college or graduate school

Education/Experience

- Possesses a valid California Teaching credential

Educational Specialist (Special Education Teacher)

Under the supervision of the School Director, the Education Specialist (Special Education Teacher) provides program design and direct instruction to learners who have a demonstrated disability and are supported by an IEP within the inclusion classroom. The Educational Specialist will work actively to design and implement the highest-quality special education programs for the Charter School, the facilitators, the learners, and their families.

Essential Duties

- Provides direct instruction in the academic areas to special education program learners on a one-to-one or small-group basis in the regular classroom
- Refers learners who do not demonstrate appropriate progress to the IEP team
- Coordinates special education services with the regular school programs for each learner with special needs in the least restrictive environment
- Monitors learner progress on a regular basis, participating in the review and revision of IEPs, as appropriate
- Creates and maintains an IEP for each special education student
- Provides professional development, consultation, and resource material regarding individuals with special needs to their parents/guardians and to regular staff members
- Consults with parent/guardian and General Education Facilitator (regular classroom teacher) quarterly and upon request regarding special education learners
- Supports the policies and programs consistent with school and SELPA policies, regulations, and procedures
- Applies effective classroom management techniques
- Utilizes evaluation data for the modification of instruction and curriculum
- Assists facilitators in writing the Present Levels of Performance
- Maintains professional competency by actively participating in training activities and other similar opportunities provided to staff
- Attends regular and special staff collaborations and actively participates as a member of the educational team

Education/Experience

- Possesses valid California Special Education Teaching credential
- Has teaching or therapy experience, with special education students preferred

Special Skills/Knowledge/Abilities

- Knowledge of IEP process as outlined by the IDEA, Section 504, ADA, and California State Special Education laws and regulations
- Ability to provide evaluation and screening to determine eligibility for special education

- Knowledge of resources available to parents/guardians of special education learners
- Ability to provide in-service training, including curriculum resources, to regular staff
- Ability to monitor and evaluate learner progress by observation and informal assessment
- Experience and commitment to working collaboratively with staff, parents/guardians, and the community
- Experience in design and implementation of behavioral strategies and plans
- Ability to work independently and efficiently to meet program objectives
- Good communication and interpersonal skills

Other Non-Instructional Staff

iLEAD Lancaster may seek the following non-instructional staff to be committed to the mission of iLEAD Lancaster and to supporting the School Director, teachers, and other staff in achieving exceptional student learning outcomes.

Business Manager (may be combined with Office Manager initially)

- All accounting (A/P, A/R, payroll, bookkeeping and reporting) for the Charter School
- Monitoring the Charter School's budget
- Coordinating insurance (Worker's Compensation and personnel benefits program)
- Other duties as needed

Overall Qualifications (desired/preferred but not required)

- Bachelor's degree in a related field, preferably business administration or accounting
- Five to seven years accounting or business manager work experience, preferably in an educational setting

Knowledge, Ability & Skills

- Needs strong organizational skills and attention to detail
- A passion for producing exceptional, high-quality work and for ongoing personal learning and development
- Proficient in Google Workspace, including Docs and Sheets, and macOS

Office Manager

The Office Manager at iLEAD Lancaster will be responsible for the following:

- Manage and maintain the office professionally
- Greet parents, learners, and other staff members
- Schedule appointments, classes, and meetings
- Distribute and collect required documents.
- Develop or expand professional letters for distribution to parents and staff
- Perform general office duties, including filing, copying, faxing, and answering phone calls
- Receive and organize daily mail
- Enroll any new-hire employees into the appropriate insurance groups
- Prepare all necessary agendas and information for meetings.
- Coordinate the collection and reporting of data to the California Department of Education
- Assist with any projects or special assignments as requested
- Maintain an optimistic and positive attitude
- Other duties as needed

Overall Qualifications (desired/preferred but not required)

- Associate's degree or higher
- Two years' experience, preferably in a school setting

Knowledge, Ability & Skills:

- Knowledge of educational systems
- Proficient in Google Workspace, including Docs and Sheets
- Ability to use office machines proficiently
- Ability to compose communications from the School Director
- Ability to handle scheduling responsibilities and filing duties

Instructional Technology Technician (Tier 1)

Assists in the purchase, formatting, setup, and troubleshooting of staff and learner technology, including the following:

- Problems with usernames and passwords
- Physical layer issues
- Verification of hardware and software setup
- Installation, reinstallation and uninstallation issues
- Menu navigation

Overall Qualifications (desired/preferred but not required)

- Associate's degree or higher
- Two years' experience in IT support, preferably in a school setting

Knowledge, Ability & Skills:

- Knowledge of educational systems
- Experienced in customer service support of IT systems
- Software and hardware
- Ability to work within Mac and PC formats

Care Team (Instructional Assistant)

The primary role is to assist the facilitators in all facets of daily classroom management, including assisting with instruction, assessing learners, preparing instructional materials, and other tasks.

Overall Qualifications (desired/preferred but not required)

- Associate's degree or higher, or demonstrate proficiency on our Basic Skills Assessment

Knowledge, Ability & Skills:

- Demonstrate basic reading, writing, and mathematical skills
- Experience working with youth
- Basic recordkeeping abilities
- Operating basic office equipment
- Demonstrates care, kindness, and a "can-do" attitude
- Ability to work effectively with others

Compensation and Benefits

iLEAD Lancaster compensates employees using internal salary scales, informed by comparable local school district pay. Full-time employees are offered comprehensive health and welfare

benefits. Part-time facilitators are compensated proportionally.

Recruitment and Development

The recruitment and selection process for staff and the charter school leader is designed to attract high-caliber candidates who align with our school's mission and values. We have a multi-step recruitment strategy that includes targeted outreach to educational communities, leveraging both digital platforms and professional networks to ensure a diverse pool of applicants. The selection process involves a rigorous screening and interview process, including performance-based assessments and alignment checks with our core values. Once selected, all staff, including the charter school leader, undergo a comprehensive onboarding program focused on cultural immersion, instructional excellence, and leadership development. Continuous professional development is prioritized, with tailored growth plans, mentorship opportunities, and access to ongoing training to enhance skills and effectiveness. Evaluation is systematic and reflective, utilizing a combination of performance metrics, peer reviews, and self-assessments to foster a culture of continuous improvement and accountability.

Proposed Teacher-to-Student Ratio

iLEAD Lancaster will strive to maintain a 25:1 teacher-to-student ratio.

Management Structure

Roles and lines of authority for board and management positions are identified in the organizational chart included in Element 4/D above.

ELEMENT F (6): HEALTH AND SAFETY

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- *That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- *The development of a school safety plan and the annual review and update of the plan, pursuant to Section 47606.3.*

[California Education Code Section 47605(c)(5)(F)]

General Provisions

iLEAD Lancaster shall comply with all federal, state, county, and city laws and regulations, policies, and procedures related to health, safety, and emergency response and preparedness, as they may be changed from time to time.

Health, Safety, and Emergency Operations Plan

In order to provide safety for all learners and staff, iLEAD Lancaster will implement health and safety procedures and risk management policies in consultation with our insurance carriers and risk management experts. These policies shall be incorporated as appropriate into iLEAD Lancaster's family guidebook and staff handbooks and shall be reviewed on an ongoing basis, at least annually, and updated as required. Staff will be trained annually on health, safety, and emergency procedures and routine drills will be conducted for learners and staff. These health and safety policies and procedures shall be made available to the District upon request. iLEAD

Lancaster may implement temporary instructional or operational changes as necessary to respond to emergencies (including but not limited to fire, flood, earthquake, actual or threatened war or terrorism, civil disorder, or medical epidemics or outbreaks) and/or to comply with applicable federal, state, and local orders. These changes shall not require a material revision.

The following is a summary of the health and safety policies of iLEAD Lancaster:

Family Educational Rights and Privacy Act (FERPA)

iLEAD Lancaster, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act and Education Code section 49060 et seq. at all times.

Procedures for Background Checks

Employees and contractors of iLEAD Lancaster will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Prior to employment, all employees must submit fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The iLEAD Employee Service Department shall monitor compliance with this policy and report to the School Director on a regular basis. The School Director shall monitor the fingerprinting and background clearance of Employee Service Department staff, and the Board shall monitor the fingerprinting and background clearance of the School Director. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law,

pursuant to Education Code Sections 44830.1 and 45122.1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Mandated Child Abuse and Neglect Reporting and Training

All non-certificated and certificated staff and contract employees (whose duties require contact with or supervision of students) and governing board members of the Charter School are designated as mandated child abuse reporters and will follow all applicable reporting laws, policies, and procedures. For purposes of this requirement, volunteers are defined as individuals who are over 18 years of age and interact with students outside of the immediate supervision and control of the student's parent or guardian or a Charter School employee. Training in child abuse reporting laws will be provided to all mandated reporters in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees and volunteers who have frequent or prolonged contact with students shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

iLEAD Lancaster shall adhere to all laws related to legally required immunizations for entering and continuing learners pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075, subject to the extent required of students

participating in non-classroom-based learning. To the extent required, rising 7th grade students shall show a proof of immunization for pertussis (whooping cough) vaccine booster. Upon enrollment in iLEAD Lancaster for grades 9-12, immunizations will be collected and verified.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School

iLEAD Lancaster will adhere to Education Code Section 49423 regarding administration of medication in school. iLEAD Lancaster will maintain the required number and type of epinephrine autoinjectors on site and provide training to employee volunteers in the storage and use of epinephrine autoinjectors as required by Education Code 44691 and Business and Professional Code section 4119.2. The Charter School shall store emergency epinephrine autoinjectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Severe Allergic Reaction

iLEAD Lancaster will be equipped with trained staff to administer treatment for any learner experiencing a severe allergic reaction in compliance with Education Code Section 49414.

Health Screenings

Learners will be screened for vision, hearing, and scoliosis to the same extent as would be required if the learners attended a non-charter public school. iLEAD Lancaster will adhere to Education Code Section

49450, et seq., as applicable to the grade levels served by iLEAD Lancaster.

Diabetes Information

iLEAD Lancaster shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school.

iLEAD Lancaster shall provide an information sheet regarding type 2 diabetes to the parent or guardian of an incoming learner, pursuant to Education Code Section 49452.7.

The information sheet shall include but not be limited to all of the following:

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- A description of treatments and prevention methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

Bloodborne Pathogens

iLEAD Lancaster shall continue to meet state and federal ODHA standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. Whenever exposed to blood or other bodily fluids through injury or accident, staff and learners shall follow the latest medical protocol for disinfecting procedures.

Drug-Free/Alcohol-Free/Smoke-Free Environment

iLEAD Lancaster shall maintain a drug, alcohol, and smoke-free workplace.

Safe Place to Learn Act**Comprehensive Anti-Discrimination and Harassment Policies and Procedures**

iLEAD Lancaster shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq. iLEAD Lancaster is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, ethnicity, religion, creed, color, gender, gender identity, gender expression, national origin, ancestry, genetic information, age, medical condition, marital status, sexual orientation, physical or mental disability, pregnancy, sex, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or received characteristics, or any other protected category. The Charter School has developed and adopted a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at iLEAD Lancaster (including employee-to-employee, employee-to-learner, and learner-to-employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the adopted school-wide sexual harassment policy. iLEAD Lancaster will comply with Education Code Section 234.6 by posting the required information on its website in a manner that is easily accessible to parents/guardians.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the

beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. For grades 9-12, the Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.

Suicide Prevention Policy

iLEAD Lancaster will maintain a suicide prevention policy in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts, pursuant to Education Code Section 215. iLEAD Lancaster shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised. The policy will be available on iLEAD Lancaster's website

as required by law.

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed Lancaster to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Referral Protocols for Addressing Student Behavioral Health Concerns

The Board shall adopt, at a regularly scheduled meeting, a policy on referral protocols for addressing student behavioral health concerns in grades 7 to 8, inclusive. The policy shall meet the requirements of Education Code Section 49428.2, and shall be developed in consultation with Charter School and community stakeholders and school-linked behavioral health professionals, and shall, at a minimum, address procedures relating to referrals to behavioral health professionals and support services.

Human Trafficking Prevention

iLEAD Lancaster provides parents/guardians with prevention resources on human trafficking as required by Education Code Section 49381.

Menstrual Products

iLEAD Lancaster shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage

identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Meals

iLEAD Lancaster shall provide breakfast and lunch free of charge during each school day to any pupil who attends a school site for two or more hours, is present during established meal periods, and requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

iLEAD Lancaster shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

Except where a field trip or other educational program is taking place, if iLEAD Lancaster provides recess in grades TK-6, to the extent required by Education Code Section 49056 and to the extent the Charter School provides recess, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

iLEAD Lancaster shall teach sexual health education and human immunodeficiency virus prevention education to learners in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Ed Code 51390, et seq.).

Bullying Prevention

iLEAD Lancaster will adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the Lancaster training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with learners.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

LGBTQ Resources Training

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, iLEAD Lancaster will use CDE resources designed to support lesbian, gay, bisexual, transgender, queer, and questioning pupils and provide an annual one-hour training to facilitators and other certificated employees of the Charter School that serve pupils in grades 7 to 12 to increase support for LGBTQ pupils and thereby improve the overall school climate. iLEAD Lancaster shall maintain records documenting compliance with the foregoing training (Ed. Code Sections 218, 218.3).

Data Privacy

iLEAD Lancaster shall take the required steps to protect the data privacy of its pupils, including but not limited to complying with the requirements of Education Code Section 49073.6 with respect to the maintenance of any information obtained from social media in its pupil records.

Health, Safety, and Emergency Plan

iLEAD Lancaster shall adopt a Health, Safety, and Emergency Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(O):

- Child abuse reporting procedures
- Routine and emergency disaster procedures, including for earthquakes, fires, terror threats, hostage situations, school lockdowns, evacuations, safety drills, and annual testing of sprinkler systems, fire extinguishers, and fire alarms
- Policies for learners who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous learners pursuant to Education Code Section 49079
- A discrimination and harassment policy consistent with Education Code Section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning
- Procedures on Charter School behavioral expectations and discipline adopted pursuant to Education Code Sections 35291, 35201.5, and 47605
- Procedures for conducting tactical responses to criminal incidents.
- Procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
- Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
- Procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the school site
- A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

All staff members will receive training on the Health, Safety, and Emergency Plan. The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for

students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the School Director and, if there is merit to the concern, the School Director shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Section 41422 or 46392(a).

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board Members who

are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete with an Opioid Factsheet for Patients.

Transportation Services

Effective July 1, 2025, to the extent iLEAD Lancaster provides transportation to students, the Charter School shall comply with the requirements of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, related to background checks and testing for individuals providing transportation services for students.

Extreme Weather Policy

The Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

ELEMENT G (7): MEANS TO ACHIEVE A BALANCE OF PUPILS

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. [California Education Code Section 47605(c)(5)(G)]

iLEAD Lancaster is committed to achieving and maintaining a student population that reflects the racial, ethnic, linguistic, and special education demographics of the district in which it is authorized. In alignment with California Education Code § 47605(c)(5)(G), we have developed a robust, inclusive outreach and recruitment plan designed to ensure access for all student populations, including historically underserved and underrepresented groups.

We recognize that charter schools must take meaningful steps to reflect the general population of their authorizing district, and our recruitment strategies are designed to do just that.

Outreach and Recruitment Strategies

iLEAD Lancaster updates its recruitment and outreach plan annually to ensure it remains relevant and effective in reaching a broad cross-section of the community. Key strategies include, but are not limited to:

- Development of culturally responsive recruitment materials in English and Spanish (and other languages as needed based on community demographics).
- Distribution of flyers, postcards, and digital materials in diverse neighborhoods, including public spaces, local businesses, libraries, faith-based organizations, and community centers.
- Strategic use of social media and online advertising, with targeting based on zip codes and interest areas aligned with district demographics.
- Regular participation in community events, art festivals, clean-up efforts, and local Chamber of Commerce activities, including those sponsored by cultural and linguistic organizations.
- Hosting monthly virtual and in-person informational sessions and school tours to allow families to learn more about our model in a format that is accessible and welcoming.

Sample Outreach Calendar

Activity Type	Location/ Partners	Frequency	Language(s)
Family Information Nights	Virtual (Zoom) and on- campus	Monthly, Aug- June	English, Spanish

Outreach to Local Schools	Local Private and Charter Schools	Fall & Spring	English, Spanish
Community Engagement	Neighboring organizations: Various locations including parks, boothing at community events, cultural events, and cleanup events	Ongoing	English, Spanish
Faith and Community Groups	Churches, Community Bulletins, Local Organizations including-Chamber of Commerce events, including Hispanic Chamber of Commerce	Ongoing	English, Spanish
Online/Social Media Ads	Zip Code Targeted social media campaigns	Year Round	English, Spanish

Efforts to Reflect District Special Education and EL Demographics

In addition to racial and ethnic balance, iLEAD Lancaster is committed to fostering an inclusive and supportive environment that ensures a balanced representation of all student subgroups, including special education and English learners. We will strive to enroll a proportionate number of students with disabilities and English Learners (including redesignated fluent English proficient pupils) that is reflective of the authorizing district.

To support this goal, we:

- Partner with organizations serving families of students with disabilities and English Learners;
- Ensure our recruitment materials highlight available supports and services, including **bilingual staff, individualized education plans (IEPs), tutoring, and inclusive instructional models;**
- Provide translated materials and staff who can support families in their primary language throughout the enrollment process.

Through these efforts, we will create a responsive educational community that values and supports every learner.

Monitoring and Adjustment

We use our Student Information System (SIS) to regularly track and report student

demographics, including race/ethnicity, special education status, and English proficiency. This data is reviewed quarterly to identify gaps in representation and inform any needed adjustments in outreach.

If the data reveals an underrepresentation of any student subgroup compared to the district average, we will:

- Modify our outreach methods to better target those populations;
- Increase engagement with community-based organizations serving those students;
- Reevaluate materials and communication to ensure cultural and linguistic relevance.

Supports to Sustain a Diverse Student Body

Our school is dedicated to supporting a diverse and inclusive educational community. To ensure all students can thrive, iLEAD Lancaster provides:

- Bilingual and multilingual support staff;
- Dedicated counselors, academic tutors, and social-emotional learning supports;
- A qualified school nurse and wellness team to support health and well-being;
- Ongoing staff development on equity, access, and cultural responsiveness.

Through intentional outreach, inclusive enrollment practices, and ongoing demographic monitoring, iLEAD Lancaster will strive to maintain a student body that reflects the racial, ethnic, linguistic, and special education diversity of the authorizing district, in full compliance with California Education Code § 47605(c)(5)(G).

ELEMENT H (8): ADMISSION REQUIREMENTS

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). [California Education Code Section 47605(c)(5)(H)]

Admission Policies and Procedures

iLEAD Lancaster is a public, tuition-free, nonsectarian charter school open to all students residing in **Los Angeles County and adjacent counties**. Enrollment is not based on academic achievement, test scores, special education status, language proficiency, or any other characteristic protected under state or federal law.

There are no admission requirements or prerequisites for enrollment. Students are enrolled on a space-available basis. If demand exceeds capacity in any grade level, a public random drawing (lottery) will be held.

iLEAD Lancaster will not discourage any student from enrolling or seeking to enroll for any reason, including academic performance or the presence of characteristics described in Education Code § 47605(e)(2)(B)(iii), such as disability, English Learner status, homelessness, foster care, or socioeconomic disadvantage.

The Charter School shall also comply with Education Code § 47605(e)(4) and post a notice on its website stating that it does not discourage or push out any students.

Homeless and Foster Youth

iLEAD Lancaster shall fully comply with the McKinney-Vento Homeless Assistance Act and California laws protecting the rights of homeless and foster youth. Outreach materials and public notices will specifically include language affirming that the school serves all students, including homeless and foster youth, and includes contact information for support and enrollment assistance.

The Charter School's Uniform Complaint Procedure (UCP) shall apply to any complaint related to the rights of homeless or foster youth under AB 379

Nondiscrimination

iLEAD Lancaster shall not require, request, or collect information regarding a learner's disability, immigration status, race/ethnicity, gender, religion, English Learner status, or any other protected characteristic prior to admission, attendance at any pre-enrollment event, or lottery participation. This includes **not requesting IEPs or 504 Plans** as a condition of enrollment.

iLEAD Lancaster is an open-enrollment, tuition-free, nonsectarian, public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). Enrollment in the Charter School is open to any resident of the State of California living within **Los Angeles County and adjacent counties**. iLEAD Lancaster enrolls all learners who wish to attend to the extent that space allows.

If the number of learners requesting admission to a particular grade exceeds the number of spaces currently available for admission to that grade, preference will be given to the groups or classes of learners listed below, and attendance will be determined by a public random lottery.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the school for any reason, including but not limited to academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English Learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this

notice available to parents.

Application and Enrollment Process

iLEAD Lancaster will establish an annual recruiting and admissions cycle, which shall include reasonable time for all of the following:

- Outreach and marketing
- School tours or orientation sessions for learners and parents
- An open application period
- A public random lottery (if needed)
- Enrollment and registration of accepted learners.

After the lottery, accepted families will complete a registration packet, which includes required enrollment documentation and authorization to request student records. Existing IEP or SST documents may be provided during registration for appropriate placement and support.

No Admission Testing

After enrollment, iLEAD Lancaster may conduct grade-level, knowledge-based assessments, which allows the administrator or testing coordinator to assess the learners' readiness for the grade of entrance; however, such assessments will not be used as a means to prohibit or discourage certain learners from attending. These instruments aid in the development of Individualized Learning Plans for children.

Student Outreach and Communication Strategy

To ensure that all students in the community are informed and given an equal opportunity to attend iLEAD Lancaster, a comprehensive and inclusive outreach plan will be implemented. This plan will leverage multiple communication channels, outreach events, and partnerships with community organizations to reach all segments of the population, particularly those that are traditionally

underserved. Specific recruitment efforts will be directed toward:

- Student with Disabilities
- English Learners
- Students with low academic achievement
- Socioeconomically disadvantaged students
- Homeless and Foster Youth

Recruitment Methods Include:

- **Community Partnerships:** Collaborating with local nonprofits, community organizations, religious institutions, and neighborhood associations to disseminate information about the charter school to their members and communities.
- **Digital Communication:** Utilizing social media platforms, the school's website, email newsletters, and Lancaster community boards to share information about the school, including application deadlines, enrollment procedures, and school events.
- **Printed Materials:** Distributing flyers, brochures, and posters in multiple languages in high-traffic community areas, such as libraries, community centers, grocery stores, and local

businesses as needed.

- **Direct Outreach:** Hosting informational sessions, open houses, and town hall meetings virtually to ensure accessibility for all families.
- **Media Outreach:** Engaging local newspapers and radio stations to run announcements and features on the school’s programs, mission, and enrollment process.
- **School and District Collaboration:** Working closely with local school districts to ensure that families in the community are aware of the charter school as an educational option.

Ensuring Equal Opportunity

To guarantee equal access for all students, the charter school will:

- **Language Accessibility:** Provide all outreach materials and communications in the predominant languages spoken in the community to ensure that non-English speaking families receive the same information as others.
- **Timing of Communication:** Begin outreach efforts six months prior to the start of the enrollment period. This early communication allows families adequate time to learn about the school, ask questions, and complete the application process. Reminders and follow-up communications will be scheduled regularly to keep families informed of key dates and deadlines.
- **Application Support:** Offer application assistance workshops and one-on-one support sessions, particularly for families who may need help navigating the enrollment process or lack access to technology.
- **Nondiscriminatory Enrollment:** Ensure that the school’s enrollment practices are nondiscriminatory and in compliance with state and federal laws. Admission will be open to all students, and if the number of applicants exceeds available spaces, a public random lottery will be conducted to determine enrollment.

Outreach and Enrollment Timeline

Timeline	Activities
6 Months Before Enrollment	Launch initial outreach campaign
5 Months Before	Host first round of info sessions; distribute print materials
4 Months Before	Begin direct outreach and media outreach Accept applications; continue info sessions and application
3 Months Before	
1–2 Months Before May/June	
	support
	Final outreach push, support sessions, deadline reminders
	Notify families of lottery outcomes; begin registration process

Lottery Preferences and Procedures

If the number of applicants exceeds available space in any grade level, iLEAD Lancaster will conduct a public random lottery in compliance with Education Code 47605 (e)(2).

Preferences in the public random drawing shall be provided as follows:

- Siblings of currently enrolled iLEAD Lancaster learners
- Children of iLEAD Lancaster employees and Board Members, not to exceed 10% of enrollment
- Learners residing within the District

Pursuant to Education Code Section 47605 (e)(2)(B)(i)-(iii), these preferences shall be approved by the chartering authority at a public hearing, implemented consistent with federal law, the California Constitution, and Section 200, and shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English Learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. iLEAD Lancaster provides assurance that preferences are not likely to negatively impact the racial, ethnic, and unduplicated balance the charter school strives to reflect.

In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Public Lottery Execution

If a lottery is required, iLEAD Lancaster will:

- **Publicly post all deadlines and procedures** on its website and in printed outreach materials;
- Hold the lottery **on the same day for all grades** in a publicly accessible or virtual location;
- Draw names in **ascending grade order**, and by preference category, until spaces are filled;
- Conduct a random drawing by a designated lottery official;
- Document all procedures and results, and maintain these records for audit and transparency. Lottery attendees may observe the process, and results will be shared with families promptly.

If there are more applicants in a preference category than available spaces, a random drawing within that category will determine who is admitted. Once all spaces are filled, a waitlist will be created based on the remaining lottery results.

In the event that iLEAD Lancaster is oversubscribed, the District shall make reasonable efforts to accommodate the growth of iLEAD Lancaster, and in no event shall take any action to impede iLEAD Lancaster from expanding enrollment to meet demand in accordance with Education Code Section 47605(e)(2)(C).

Waitlists will apply only for the current academic year and will not carry over.

Post Lottery Enrollment Procedures

After acceptance via lottery, parents/guardians must complete the registration process by doing the following:

- Registration process must be submitted by the date required in the registration packet, including proof of immunizations (as applicable).
- The registration process shall include authorization for the Charter School to request and receive learner records from schools the learner has attended or is currently attending.
- The registration process shall include full disclosure by the parents, current teacher, and current school of any specific needs of the child.
- A copy of any existing Student Success Team (SST) evaluations and recommendations for the learner shall be provided.
- A copy of any existing IEP for the learner shall be provided.

Required procedures for the transition of learners between Special Education Programs and SELPAs shall be followed as applicable.

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ELEMENT I (9): SUSPENSION / EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:

- *For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*
- *For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
 - *Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
 - *Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
- *Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a homeless child or youth or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).*
- *A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. [California Education Code Section 47605(c)(5)(I)]*

iLEAD Lancaster is committed to a **positive behavioral framework**. Our approach focuses on prevention, equity, and restorative practices:

- **School-Wide Positive Behavior Intervention and Support:** We implement proactive behavior systems with clear expectations, positive consequences, and consistent responses across all grade levels.
- **Tiered Behavior Interventions:** Offers a continuum of supports: universal, targeted, and individualized—to de-escalate and address misbehavior without punitive exclusion.
- **Restorative Practices:** Used to build relationships, repair harm, and support both impacted parties through facilitated circles and mediation.
- **Alternatives to Suspension:** Restorative conferences, behavioral contracts, community service, counseling, and in-school behavior supports are implemented before considering suspension.
- **Professional Development:** Staff receive regular training in trauma-informed strategies, restorative approaches, SEL, culturally responsive discipline, and SWPBIS implementation.
- **Behavior Data Monitoring:** Suspension and behavior referral data are reviewed regularly to assess disproportionality,

iLEAD's policies and procedures have been established in order to promote learning and protect the safety and well-being of all learners. When these policies and standards are violated, it may be necessary to suspend or expel a learner from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all learners and accord all learners with similar rights to due process. In addition to the suspension and expulsion policies required for this charter, iLEAD Lancaster will develop its learner discipline policies and procedures which shall be distributed to each learner/parent/guardian (including incoming learners who transfer midyear to iLEAD Lancaster) as part of the Learner/Family Guidebook and posted on the website. The notice shall state that these disciplinary rules and procedures are available on request from iLEAD Lancaster.

Discipline includes, but is not limited to, advising and counseling the learner, conferring with parents/guardians, the use of alternative educational environments, and suspension or expulsion.

iLEAD Lancaster ensures that a homeless child or youth's educational rights holder, a foster child or youth's educational rights holder, attorney, and county social worker, and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice and other documents and related information. For purposes of this Policy and Procedures, the term parent/guardian shall include these parties.

Corporal punishment shall not be used as a disciplinary measure against any learner. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a learner. For purposes of the policy, corporal punishment does not include an employee's trained use of restraint or force that is reasonable and necessary to protect the employee, learners, staff or other persons or to prevent damage to iLEAD Lancaster persons or property.

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

A learner identified as an individual with disabilities pursuant to IDEA is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general

education learners except to the extent that federal and state law or the learner's IEP mandates additional or different procedures for that learner. iLEAD Lancaster will follow all federal and state law when imposing any form of discipline on a learner identified as an individual with disabilities and according due process to such learner.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including but not limited to failure to comply with the terms of the student's independent study Written Agreement pursuant to Education Code Section 51747(g)().

Grounds for Suspension and Expulsion of Students

A learner may be suspended or expelled for any of the enumerated acts listed below if the act is related to a school activity or school attendance occurring at iLEAD Lancaster or at any other school: (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; or (d) during, going to, or coming from a school-sponsored activity.

Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. iLEAD Lancaster may document the other means of correction used and place that documentation in the learner's record, which may be accessed pursuant to Section 49069.7. However, a learner, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the School Director or designee determines that the learner violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the learner's presence causes a danger to persons. Other means of correction include, but are not limited to, the following:

- A conference between school personnel, the learner's parent or guardian, and the learner.
- Referrals to the school counselor, psychologist, attendance personnel, or other school support service personnel for case management and counseling.
- Study teams, guidance teams, or other intervention-related teams that assess the behavior and develop and implement individualized plans to address the behavior in partnership with the learner and his or her parents.

- Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a plan adopted pursuant to Section 504.
- Enrollment in a program for teaching prosocial behavior or anger management.
- Participation in a restorative practice program.
- A positive behavior support approach with tiered interventions that occur during the school day on campus.
- After-school programs that address specific behavioral issues or expose learners to positive activities and behaviors, including but not limited to those operated in collaboration with local parent and community groups.
- Any of the alternatives described in Section 48900.6: As part of or in lieu of disciplinary action prescribed herein, the principal of a school, the principal's designee, the superintendent of schools, or the Governing Board may require a learner to perform community service on school grounds or, with written permission of the parent or guardian of the learner, off school grounds, during the learner's nonschool hours. "Community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a learner has been suspended or is pending expulsion. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action.

For a learner who has been suspended, or for whom other means of correction have been implemented for an incident of racist bullying, harassment, or intimidation, the school will encourage engagement in restorative practices that are found to suit the needs of both the victim and the perpetrator. School personnel will regularly check on the victim of racist bullying, harassment, or intimidation to ensure that the victim is not in danger of suffering from long-lasting mental health issues. As applicable, the school may require perpetrators to engage in culturally sensitive programs that promote racial justice and equity and combat racism and ignorance.

Enumerated

Offenses

Discretionary

Offenses

A learner who has committed any of the following acts may be suspended or recommended for expulsion:

- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person. (a)(2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c)(1) Unlawfully possessed, used, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of

any kind.

(2) Pupils who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for

that disclosure.

- Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.

(h)(1) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a learner of the learner's own prescription products.

(2) Pupils who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties, as outlined by grade level in 48900(k). This does not apply to learners in grades K to 5 (inclusive), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. Grades 6 to 12 (inclusive) cannot be suspended for 48900(k) until the paragraphs in 48900(3) and (4) are inoperative on July 1, 2029.
 - A certificated or classified employee may refer a pupil to school administrators for appropriate and timely in-school interventions or supports from the list of other means of correction specified in subdivision (b) of Section 48900.5 for any of the acts enumerated in paragraph (1).

- A school administrator shall, within five business days, document the actions taken pursuant to subparagraph (A) and place that documentation in the pupil's record to be available for access, to the extent permissible under state and federal law, pursuant to

Section 49069.7. The school administrator shall, by the end of the fifth business day, also inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

- Knowingly received stolen school property or private property, which includes but is not limited to electronic files and databases.
- Possessed an imitation firearm, as defined in Section 48900(m) of the Education Code.
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- Harassed, threatened, or intimidated a learner who is a complaining witness or witness in a school disciplinary proceeding for purposes of either preventing that learner from being a witness or retaliating against that learner for being a witness, or both.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in, hazing, as defined in Education Code Section 48900(q).
- Engaged in an act of bullying, as defined in Section 48900(r) of the Education Code, including an act of bullying by means of an electronic act, as defined in Section 48900(r) of the Education Code.
- A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including but not limited to any of the following:
 - While on school grounds.
 - While going to or coming from school.
 - During the lunch period whether on or off the campus.
 - During, or while going to or coming from, a school-sponsored activity.
- A learner who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a learner who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

- As used in this section, “school property” includes but is not limited to electronic files and databases.
- For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.

(w)(1) A suspension or expulsion shall not be imposed against a pupil based solely on the fact that they are truant, tardy, or otherwise absent from school activities.

(2) It is the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative practices, trauma-informed practices, social and emotional learning, and school-wide positive behavior interventions and support, be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

In addition to the reasons specified in section 48900, a learner may be suspended from school or recommended for expulsion if the superintendent or the director of iLEAD Lancaster determines that:

- The learner has committed sexual harassment as defined in Sections 48900.2 and 212.5. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.
- The learner (in grades 4 to 12) has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.
- The learner (in grades 4 to 12) has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.
- The learner has made terroristic threats against school officials or school property, or both, as defined in Section 48900.7.

Non-Discretionary Offenses

A learner who has committed any of the following acts must be suspended and recommended for expulsion:

- Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred on by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.
- Brandishing a knife, as defined by 48915(g), at another person.

- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committing a sexual battery as defined in Penal Code Section 243.4.
- Possession of an explosive, as defined by 48915(h).

The director of a school or the director's designee shall follow the procedures for notifying law enforcement as outlined in Ed Code 48902.

Suspension Procedures

Suspensions shall be initiated according to the following procedures:

Informal Conference

Suspension by the director or the director's designee shall be preceded by an informal conference conducted by the director, the director's designee, or the superintendent between the learner and, whenever practicable, the teacher, supervisor, or school employee who referred the pupil to the director, the director's designee, or the superintendent. At the conference, the pupil shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required under Section 48900.5, and the evidence against the pupil, and shall be given the opportunity to present the pupil's version and evidence in the learner's defense.

A director, or director's designee may suspend a pupil without affording the pupil an opportunity for a conference only if they determine that an emergency situation exists. "Emergency situation" means a situation determined by the director to constitute a clear and present danger to the life, safety, or health of pupils or school personnel. If a pupil is suspended without a conference before suspension, the pupil and the pupil's parent/guardian shall be notified of the pupil's right to a conference and the pupil's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including but not limited to incarceration or hospitalization. The conference shall then be held as soon as the pupil is physically able to return to school for the conference.

Oral or Written Notice of Charges

At the time of suspension, a school employee shall make a reasonable effort to contact the pupil's parent/guardian by telephone, email, or in person. Whenever a learner is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offenses(s) committed by the learner as well as the date and time when the learner may return to school following the suspension. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that they respond to such requests without delay.

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon the request of a parent or guardian, a facilitator shall provide a learner who has been suspended from school for two (2) or more school days with

the homework that the learner would otherwise have been assigned. If a homework assignment that is turned in to the facilitator either upon the learner's return to school from suspension or within the timeframe originally prescribed by the facilitator, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the learner's overall grade in the class.

Cumulative Suspension Time Limits

EdCode 48903(a): Except as provided in subdivision (g) of Section 48911 and in Section 48912, the total number of days for which a pupil may be suspended from school shall not exceed 20 school days in any school year unless, for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed 30 days in any school year.

- For the purposes of this section, a LEA may count suspensions that occur while a pupil is enrolled in another LEA toward the maximum number of days for which a pupil may be suspended in any school year.

Assignment Completion During Suspension

The teacher of any class from which a pupil is suspended may require the suspended pupil to complete any assignments and tests missed during the suspension.

Upon the request of a parent, a legal guardian or other person holding the right to make educational decisions for the learner, or the affected learner, a teacher shall provide to a pupil in any grade 1 to 12, inclusive, who has been suspended from school for two or more school days the homework that the learner would otherwise have been assigned. If a homework assignment that is requested and turned in to the teacher by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.

Appeal of Suspension

There is no appeal of a suspension.

Recommendation for Expulsion

Upon a recommendation of expulsion by the School Director or School Director's designee, the learner and the learner's parent/guardian or representative will be invited to a conference to determine if the suspension for the learner should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference. This determination will be made by the School Director or designee upon either of the following determinations: (1) the learner's presence will be disruptive to the education process, or (2) the learner poses a threat or danger to others. Upon either determination, the learner's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

A learner may be expelled by a single, neutral Hearing Officer after a hearing and upon the

recommendation of the School Director or designee. The Hearing Officer will be assigned by the presiding officer of the Board as needed and shall be certificated by either a teacher of the learner or a Board Member. The Hearing Officer may expel any learner found to have committed (an) expellable offense(s) listed above.

The decision to expel a learner will be based on the finding of one or both of the following:

- That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- That due to the nature of the violation, the presence of the learner causes a continuing danger to the physical safety of the learner or others.

Expulsion Procedure

Learners recommended for expulsion are entitled to a hearing to determine whether the learner should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Director or designee makes a recommendation for expulsion.

The Hearing Officer shall conduct the expulsion hearing. The Hearing Officer shall hear the case and make the expulsion determination. The hearing shall be held in a closed setting unless a public hearing is requested by the learner's parent/guardian in writing at least three (3) calendar days before the hearing date.

Written notice of the hearing shall be forwarded to the learner and the learner's parent/guardian at least ten (10) calendar days before the date of the hearing. The notice shall include:

- The date and place of the hearing
- A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
- A copy of the charter school's disciplinary rules which relate to the alleged violation
- Notification of the learner's or parent/guardian's obligation to provide information about the learner's status in charter school to any other district in which the learner seeks enrollment
- The opportunity for the learner or the learner's parent/guardian to appear in person or to employ and be represented by counsel
- The right to inspect and obtain copies of all documents to be used at the hearing
- The opportunity to confront and question all witnesses who testify at the hearing
- The opportunity to question all evidence presented and to present oral and documentary evidence on the learner's behalf including witnesses

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to an expulsion hearing, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Hearing Officer to expel must be supported by substantial evidence that the learner committed an expellable offense.

Finding of facts shall be based solely on the evidence at the hearing. While hearsay evidence is

admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the Hearing Officer shall be in the form of written findings of fact. If the Hearing Officer decides not to expel, the learner shall immediately be returned to his/her educational program.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the Hearing Officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the learner.

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time their complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
- The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer or Administrative Panel presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
- If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official

shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in

public at the request of the learner being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Readmission

The decision to readmit a learner or to admit a previously expelled learner from another school district, private school, or charter school shall be in the sole discretion of the School Director following a meeting, during a board meeting in closed session, with the learner and guardian or representative to determine whether the learner has successfully completed the rehabilitation plan, if any, and to determine whether the learner poses a threat to others or will be disruptive to the school environment. The learner's readmission is also contingent upon the Charter School's capacity at the time the learner seeks readmission.

Notice to Teachers

iLEAD Lancaster shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Special Procedures for the Consideration of Suspension and Expulsion of or Involuntary Removal of Student with Exceptional Needs

Notification of District and/or SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA for the discipline of any learner with a disability or who iLEAD Lancaster would be deemed to have knowledge has a disability.

Services During Suspension

Learners suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the learner to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP or 504 Plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of learner conduct, an IEP team or Section

504 Team meeting shall be called. During that meeting, iLEAD Lancaster, the parent/guardian, and relevant members of the IEP team or Section 504 Team shall review all relevant information in the learner's file, including the child's IEP or 504 Plan, any teacher observations, and any relevant information provided by the parents/guardians to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP or 504 Plan.

If iLEAD Lancaster, the parent/guardian, and relevant members of the IEP team or Section 504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

Written Notice to Expel

The School Director or designee following a decision of the Hearing Officer to expel shall send written notice of the decision to expel the learner or parent/guardian. This notice shall include the following:

- The specific offense committed by the learner
- Notice of the learner's or parent/guardian's obligation to inform any new district in which the learner seeks to enroll of the learner's status with iLEAD Lancaster

The School Director or designee shall send written notice of the decision to expel to the learner's district of residence. This notice shall include the following:

- The learner's name
- The specific offense committed by the learner

Upon expulsion from the charter school, learners will attend school pursuant to the procedures of their district of residence pertaining to expelled learners.

Disciplinary Records

iLEAD Lancaster shall maintain records of all learner suspensions and expulsions at the Charter School. Such records shall be made available to the District upon request.

Right to Appeal

Within 5 days of an expulsion decision, the family may submit a written appeal to the charter school's governing board. The charter school must then schedule a special board meeting within a reasonable time frame to hear the appeal. During the appeal process, the learner will remain enrolled in the school on independent study. The school board's decision regarding the appeal is final and cannot be further appealed. If the expulsion is upheld by the board, the learner will be disenrolled the same day as the board's final decision.

Expelled Learners/Alternative Education

Learners who are expelled shall be responsible for seeking alternative education programs, including but not limited to programs within their county or school district of residence. iLEAD Lancaster will work cooperatively with parents/guardians upon request to assist with locating alternative education programs.

Rehabilitation Plans

Learners who are expelled from iLEAD Lancaster may be given a rehabilitation plan upon expulsion as developed by the Hearing Officer or designee at the time of the expulsion order, which may include but is not limited to periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the learner may reapply to the Charter School for readmission.

Applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If iLEAD Lancaster, the parent/guardian, and relevant members of the IEP team make the determination that the conduct was a manifestation of the child's disability, the IEP team shall:

- Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- Return the child to the placement from which the child was removed, unless the parent/guardian and iLEAD Lancaster agree to a change of placement as part of the modification of the behavioral intervention plan.

If iLEAD Lancaster, the parent/guardian, and relevant members of the IEP team or Section 504 Team determine that the behavior was not a manifestation of the learner's disability and that the conduct in question was not a direct result of the failure to implement the IEP or 504 Plan, then iLEAD Lancaster may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to learners without disabilities.

Right to Appeal

The parent/guardian of a learner with a disability who disagrees with any decision regarding placement or the manifestation determination, or iLEAD Lancaster if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

The parent of a learner with a 504 Plan who disagrees with any decision regarding the placement or the manifestation determination may utilize the dispute resolution process developed by iLEAD Lancaster.

When an appeal relating to the placement of the learner or the manifestation determination has been

requested by either the parent/guardian or the Charter School, the learner shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), or until the expiration of the forty-five-day (45-day) time period provided for in an interim alternative educational setting, unless the parent/guardian and iLEAD Lancaster agree otherwise.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

iLEAD Lancaster personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of learner conduct.

The School Director or designee may remove a learner to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the learner's disability in cases where a learner:

- Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The learner's interim alternative educational setting shall be determined by the learner's IEP team or Section 504 Team.

Procedures for Learners Not Yet Eligible for Special Education Services

A learner who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if iLEAD Lancaster had knowledge that the learner was disabled before the behavior occurred.

iLEAD Lancaster shall be deemed to have knowledge that the learner had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to iLEAD Lancaster supervisory or administrative personnel, or to one of the child's teachers, that the learner is in need of special education or related services.
- The parent/guardian has requested an evaluation of the child.
- The child's facilitator, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director or to other Charter School supervisory personnel.

If iLEAD Lancaster knew or should have known the learner had a disability under any of the three (3) circumstances described above, the learner may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

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

iLEAD Lancaster shall not be deemed to have knowledge that the learner had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the learner has been evaluated and determined to not be eligible.

Authorizer Involvement in Disciplinary Matters

The school will maintain open communication with the charter authorizer regarding disciplinary matters, particularly those involving long-term suspensions, expulsions, or involuntary removals. The school will cooperate fully with the authorizer in any investigation or review of disciplinary actions.

ELEMENT J (10): RETIREMENT SYSTEM

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. [California Education Code Section 47605(c)(5)(J)]

iLEAD Lancaster recognizes the importance of providing retirement benefits for its employees

and will offer access to appropriate retirement systems based on employee classifications. The School Director, in collaboration with the Charter School's support provider, shall be responsible for ensuring that appropriate retirement coverage is arranged and maintained for all eligible employees. These arrangements shall comply with applicable provisions of the Education Code and relevant federal law.

Certificated Employees

Qualified certificated staff members will participate in the California State Teachers' Retirement System (CalSTRS). Certificated employees contribute the required percentage of their salary, and iLEAD Lancaster will contribute the employer's required amount. The Charter School will contract with LACOE to provide reporting and processing of CalSTRS information services to comply with California Education Code Section 47611.3. LACOE forwards withholdings to the CalSTRS as required. iLEAD Lancaster acknowledges that it must continue such participation for the duration of the school's existence under the same County-District-School (CDS) code.

Non-Certificated Employees

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

iLEAD Lancaster reserves the right to make alternative arrangements for retirement benefits, such as a 403(b) plan, in a manner consistent with applicable state and federal law. This responsibility may be supported by a service provider, as designated by the iLEAD California Charters 1 Board.

Other Staff Members

Other employees not classified as either certificated or classified—such as consultants, part-time specialists, or temporary employees—may also be eligible for alternative retirement options. Where applicable and permissible under law, iLEAD Lancaster may provide access to an alternative retirement plan, such as a 403(b) tax-sheltered annuity, consistent with state and federal guidelines.

Oversight and Administration

The School Director shall ensure that:

- Employees are properly classified.
- Eligible employees are enrolled in the appropriate retirement system.
- Payroll deductions and employer contributions are accurately administered.
- The Charter School complies with all reporting requirements to CalSTRS, LACOE, the IRS, and any other relevant agencies.

This responsibility may be supported by the Charter School's service provider, as designated the iLEAD California Charters 1.

ELEMENT K (11): ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. [California Education Code Section 47605(c)(5)(K)]

Attendance Alternatives for Pupils Who Do Not Attend iLEAD Lancaster

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

Learners who choose not to attend iLEAD Lancaster may attend other public schools in their district of residence or pursue an interdistrict transfer to a public school in another district, subject to applicable laws and district policies governing such transfers.

Notification of Attendance Alternatives

Parents and guardians will be informed during the admissions and enrollment process that students have no right to enrollment in a particular school of a local education agency as a consequence of enrollment in iLEAD Lancaster, except to the extent such a right is extended by the local education agency. This information will be clearly stated on all enrollment materials, including interest forms, the school website, and other outreach documents. Additionally, this information will be communicated in writing to families as part of the enrollment confirmation packet prior to the start of each school year.

ELEMENT L (12): RIGHTS OF SCHOOL DISTRICT EMPLOYEES

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. [California Education Code Section 47605(c)(5)(L)]

Employees of the school district who choose to leave the employment of the district to work at iLEAD Lancaster shall have no automatic right of return to employment within the district after employment at the Charter School, unless specifically granted by the district through a leave of absence or other agreement or policy of the district, in accordance with applicable collective bargaining agreements and any relevant judicial rulings.

District employees will not be required to work at iLEAD Lancaster, nor will iLEAD Lancaster be required to hire employees from the district.

Employees of iLEAD Lancaster who were not previously employed by the district shall not be considered employees of the district and shall have no rights of employment in the district based on their employment with iLEAD Lancaster.

Personnel Policies

All iLEAD Lancaster employees will be employed by the Charter School and will be subject to the terms and conditions set forth in their individual offer letters or employment agreements and in the employee handbook. iLEAD Lancaster will implement comprehensive personnel policies and procedures approved by the iLEAD California Charters 1 Board of Directors. These policies will outline the rights and responsibilities of all employees, complaint and discipline procedures, and other terms and conditions of employment, including leave and accrual provisions.

iLEAD Lancaster does not recognize or authorize the transfer of sick leave, vacation leave, or

other leave balances to or from any other employer, including the district. Accrual and use of leave time will be governed solely by the policies of iLEAD Lancaster and as outlined in employee agreements.

ELEMENT M (13): DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. [California Education Code Section 47605(c)(5)(M)]

Disputes between the Charter School and the District

iLEAD Lancaster recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. iLEAD Lancaster is willing to consider changes to the process outlined below as suggested by the District.

In the event of a dispute between the Charter School and the District, the complaining party agrees to first frame the issue in written format (“dispute statement”) and refer the issue to the District Superintendent, or his/her designee, and the iLEAD Lancaster School Director. In the event that the District Superintendent believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The iLEAD Lancaster School Director and the District Superintendent, or designee, shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two board members from their respective boards who shall jointly meet with the District Superintendent and the iLEAD Lancaster School Director and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the Charter School Director shall meet to jointly identify a neutral, third party arbitrator. The format of the arbitration session shall be developed jointly. The Superintendent and School Director shall incorporate informal rules of evidence and procedure into the arbitration format unless both parties agree otherwise. iLEAD Lancaster and the District shall each bear its own costs incurred as a result of its compliance with this dispute resolution process.

Written Notifications

All written dispute related notifications shall be sent to:

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

Oversight, Reporting, and Revocation

The District may inspect or observe any part of the charter school at any time. With only occasional exceptions, the District will seek to provide notice to the Charter School at least three working days prior to any inspection, observation, or monitoring. If the Board of Education of the

District believes it has cause to revoke this charter, the District agrees to follow the notice, opportunity to cure, and other procedures and timelines for charter revocation provided under Education Code Section 47607 and other applicable law. iLEAD Lancaster agrees to respond promptly to all reasonable inquiries from the District, including inquiries regarding its financial records.

Internal Disputes

Any dispute arising within iLEAD Lancaster, whether among or between learners, staff, parents/guardians, partnering organizations or Board Members, shall be resolved pursuant to the policies and processes adopted by the iLEAD California Charters 1 Governing Board. iLEAD Lancaster shall maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board Members, volunteers, and staff at the Charter School shall be annually provided with a copy of the Charter School's policies and internal dispute resolution process.

In the event that the District receives a complaint directly regarding the Charter School's operations, the District agrees to refer said complaint to the School Director for resolution in accordance with the Charter School's policies and procedures, unless otherwise prohibited by law (e.g., mandatory reporting of child abuse).

ELEMENT N (14): SCHOOL CLOSURE

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. [California Education Code Section 47605(c)(5)(N)]

Closure Procedures

The closure of iLEAD Lancaster will be documented by official action of the Board of Directors of iLEAD California Charters 1. The action will identify the reason for closure and designate a specific individual or individuals to act as the Charter School's Closure Agent(s). Unless otherwise directed by the Board, The Executive Director of iLEAD California (or designee) will serve as the Closure Agent responsible for overseeing all closure activities.

The Closure Agent will ensure the following steps are taken promptly and effectively:

- **Notification of Closure:**
 - iLEAD Lancaster will notify, in writing, all stakeholders of the closure. Notifications will be made to:
 - Parents and guardians of all learners
 - The authorizing District
 - The County Office of Education
 - The California Department of Education
 - The Charter School's SELPA
 - Retirement systems in which the Charter School's employees participate (e.g., CalSTRS, CalPERS)

The notice will include:

- The effective date of closure
- Contact information for the Closure Agent
- The manner in which parents may obtain student records
- Guidance on alternative education options

- **Learner Records:**

- A list of learners in each grade level and the classes they have completed will be compiled, along with learners' districts of residence.
- Original student records will be transferred to each learner's district of residence in compliance with FERPA.
- All special education and assessment records will be transferred to and maintained by the Closure Agent or a designated appropriate agency.
- All other school records will be transferred to the authorizing District or another agreed-upon repository for secure storage.

- **Financial and Legal Requirements:**

- A final audit will be completed within six months of closure by an independent auditor with experience in educational institutions and listed on the State Controller's approved list.
- The audit will address:
 - All financial assets and liabilities
 - Inventory of property and equipment
 - Any reductions in apportionments due to audit findings
 - Unpaid obligations (e.g., salaries, accounts payable)
 - Disposition of restricted funds
- All required annual reports (e.g., pursuant to Ed. Code § 47604.33) will be submitted.

- **Disposition of Assets:**

- Upon closure, all assets of iLEAD Lancaster—including but not limited to leaseholds, personal property, and ADA-generated revenues—remain the property of the nonprofit public benefit corporation.
- Upon dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements (a) through (e) of Section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "relief for Certain Participants in Section 414(d) Plans" or any final regulations implementing 26 U.S.C. Section 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof.
- Assets purchased with public funds or granted by the authorizing District will be returned to the District, if required.
- Restricted grant funds will be returned in accordance with their terms, and final performance/expenditure reports submitted.
- Donated items will be returned in accordance with donor conditions.

- **Legal Dissolution (if applicable):**

- If the nonprofit public benefit corporation dissolves upon school closure, the Board of Directors will follow the dissolution process under the California Corporations Code and file all necessary final state and federal forms, including tax returns.

- **Funding for Closure:**

- All closure activities will be funded by iLEAD Lancaster's reserves or unrestricted funds.

MISCELLANEOUS CHARTER PROVISIONS

Budget and Financial Reporting

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. [California Education Code Section 47605(h)]

A copy of iLEAD Lancaster's financial statements, including a budget for the first year of the renewal term and cash flow and financial projections for the next five years of the charter term, are enclosed in Section II.

iLEAD Lancaster understands the unique financial challenges facing charter schools throughout this country. Although charter schools receive similar ADA and federal funding as their traditional public school counterparts, they do not have capital budgets for their facilities. Therefore, they must acquire financing or enter into leases in order to provide a facility. Because charter schools are new entities without financial strength and credit history during their start-up phase, this process can be very challenging.

Additionally, charter schools often increase their enrollment over time. Because families choose charter schools (as opposed to being assigned by local school districts) it's not uncommon for enrollment to be relatively low during early years of operation and higher in subsequent years. Many charter schools find the first years of operation to be financially challenging, especially when combining initial lower revenues with startup expenses and the capital investments required for such items as textbooks, furniture, and computers.

We see the Charter School's financial success being just as important as its academic success. As a nonprofit organization, our financial goals are modest, meaning that our school does not need to produce large surpluses. However, iLEAD Lancaster's economic sustainability is critical to fulfilling its ongoing mission of serving the community.

This is also why we've put a lot of time and effort into planning for the long-term financial success of iLEAD Lancaster. iLEAD Lancaster is keenly aware of the currently available state and federal funding sources for California charter schools. We have developed our revenue budget on a conservative base and also have consciously built in an ending balance and fund reserves at a 4% or greater reserve level. This reserve will build over time with the goal of having three (3) months of expenditures in reserve for economic uncertainty.

Attached, please find iLEAD Lancaster's financial statements, including budget, budget assumptions, and cash flow for the next three years of operation. These documents are based upon the best data available to iLEAD Lancaster at this time. The enrollment and/or ADA projections in these documents are for illustrative purposes only and may need to be revised based on operational needs.

iLEAD Lancaster shall provide reports to the District in accordance with Education Code Section 47604.33 as follows and may provide additional fiscal reports as requested by the District:

- On or before July 1, a preliminary budget
- On or before July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5
- On or before December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on or before January 31, a copy of iLEAD Lancaster's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, the State Controller, California Department of Education and County Superintendent of Schools
- On or before March 15, a second interim financial report for the current fiscal year reflecting changes through January 31
- On or before September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all iLEAD Lancaster's receipts and expenditures for the preceding fiscal year
- Any additional financial or other reporting requirements will be agreed upon mutually, by both parties, annually on or before July 1

Insurance Requirements and Indemnification

iLEAD Lancaster shall acquire and finance general liability, worker's compensation, and other necessary minimum insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by iLEAD Lancaster's insurer. iLEAD Lancaster shall furnish to the District upon request certificates or evidence of such insurance.

It shall be iLEAD Lancaster's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

Hold Harmless/Indemnification Provision

Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts or obligations of iLEAD Lancaster. iLEAD Lancaster shall hold harmless, defend, and indemnify the District, their officers and employees, from every liability, claim, or demand that may be made by reason of: (1) any injury to a volunteer; and (2) any injury to person or property sustained by any person, firm, or corporation caused by any act, neglect, default, or omission of the Charter School. In cases of such liabilities, claims, or demands, the Charter School at its own expense and risk will defend all legal proceedings that may be brought against it and/or the District, their officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of the parties.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be

provided. [California Education Code Section 47605(h)]

iLEAD Lancaster shall procure its own administrative services, including but not limited to budget management, accounts payable, accounts receivable, payroll, human resources, and instructional program development through employees of the Charter School or an appropriately qualified vendor. iLEAD Lancaster complies with Education Code section 47604(b), in that iLEAD Lancaster shall not operate as, or be operated by, a for-profit entity.

iLEAD Lancaster may discuss the possibility of purchasing some of these or other services from the

District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between iLEAD Lancaster and the District and subject to District availability and willingness to provide such services.

Facilities

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. [California Education Code Section 47605(h)]

iLEAD Lancaster operates at:
254 E Ave K-4
Lancaster, CA 93535

iLEAD Lancaster will comply with the Education Code Section 47610 by utilizing facilities that are compliant with either the Field Act or the California Building Standards Code. iLEAD Lancaster agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure they are maintained in an operable condition at all times. Any building maintenance, replacement, or expansion will be conducted in accordance with all applicable laws, and the costs will be reflected in iLEAD Lancaster's budget.

Transportation

iLEAD Lancaster does not plan, at this time, to provide home-to-school transportation to its learners except as may be required under the Individuals with Disabilities in Education Improvement Act for learners with disabilities as required by an IEP, or under other applicable law. If the need for transportation arises, the Charter School will consider it at that time.

Transportation to and from school events shall meet the requirements of Education Code section 39831.3 and Vehicle Code section 28160.

Food Service

iLEAD Lancaster will participate in the National School Lunch Program, it will abide by all applicable state and federal laws and program requirements.

iLEAD Lancaster will follow their Board-approved Learner Wellness Policy if participating in the National School Lunch Program. iLEAD Lancaster will adopt a wellness policy that is in line with the federal requirements and that promotes lifelong wellness. iLEAD Lancaster is committed

to creating a healthy school environment that allows learners to take full advantage of the educational programs offered.

Attendance Accounting

iLEAD Lancaster will implement an attendance recording and accounting system to ensure contemporaneous recordkeeping, which complies with state law.

Oversight

Pursuant to California law, the District shall be required to provide oversight and performance monitoring services, including monitoring school and learner performance data, reviewing the Charter School's audit reports, performing annual visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisorial oversight of iLEAD Lancaster not to exceed one percent (1%) of the revenue of the charter school. If iLEAD Lancaster is able to obtain substantially rent-free facilities from the District, the District may charge for the actual costs of supervisorial oversight of iLEAD Lancaster not to exceed three percent (3%) of the revenue of the charter school.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. [California Education Code Section 47605(h)]

iLEAD Lancaster is operated by a California nonprofit public benefit corporation. The corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. iLEAD Lancaster shall work diligently to assist the District in meeting any and all oversight obligations under the law, including, for example, monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

iLEAD Lancaster will enter into a memorandum of understanding with the District as requested by the District to address processes, policies, and expectations related to iLEAD Lancaster's operation of the charter authorized by the District.

Community Impact

iLEAD Lancaster Charter School is committed to enhancing the educational landscape by offering a unique, flexible, and personalized learning experience that caters to students who thrive outside of a traditional classroom setting. Our specialized focus on project-based learning, social-emotional development, and learner-driven education meets the needs of a specific population without duplicating or substantially undermining the existing district services, academic offerings, or programs.

Unlike traditional district schools, iLEAD Lancaster provides individualized learning plans and self-paced, online courses that are often not available in conventional classrooms. We ensure that we do not duplicate any programs currently offered by the District, but rather provide an alternative path for students who benefit from a more flexible, innovative approach to education. This allows students to pursue a tailored educational experience that aligns with their learning styles, while helping to alleviate overcrowding and address individual learner needs within the District.

Our goal is to collaborate with, not compete against, local districts, ensuring a balanced and complementary relationship that enriches the overall educational ecosystem and offers the best possible outcomes for all students.

CONCLUSION

By approving this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; encourage the use of different and innovative teaching methods; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioner is eager to work independently yet cooperatively with the District to raise the bar for what a charter school can and should be. To this end, the Petitioner pledges to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible petition requesting a five-year charter term.

EMPLOYMENT - NEW HIRES

Florence, Brian	School Director - Certificated (Backfill)	7.07.2026
Jackson, Quianna	Facilitator (Backfill)	8.01.2026
Buhl, Hannah	Facilitator (Backfill)	8.01.2026
Boyden, Leah	Student Support - Ed Specialist (Backfill)	8.01.2026
Rainwater, Harmony Rehire	Facilitator (Backfill)	8.01.2026
Schramm, Maria	Facilitator (Backfill)	8.01.2026
Nemon, Jeffrey	Facilitator (Backfill)	8.01.2026
Springer, Aric	Facilitator (Backfill)	8.01.2026
Pennel, Veronica	Student Support - Ed Specialist (Backfill)	8.01.2026
Rubio, Dania	Care Team - Student Support (Backfill)	8.01.2026
Burns, Melissa	Faciliator (Backfill)	8.07.2026
Antony, Elizabeth	Student Support - Ed Specialist (Backfill)	8.07.2026
Jasak, Jennifer	Student Support - Ed Specialist (Backfill)	8.07.2026
Hathcock, Regina	Rehire Facilitator (Backfill)	8.10.2026
Rosa Carcamo, Cynthia	Student Support - Ed Specialist (Backfill)	8.11.2026
McGee, Imani	Facilitator (Backfill)	8.24.2026

RESIGNATIONS/TERMINATIONS

Baldwin, Sherri	Student Support - Ed Specialist	6.30.2026
Cooks, Quianna	Facilitator	6.30.2026
Kerns, Vera	Student Support - Ed Specialist	6.30.2026
Buhrer, Allison	Facilitator	6.30.2026
Gonzalez, Jose	School Counselor - Student Support	6.30.2026
Floersheim, Stacey	Student Support - Ed Specialist	6.30.2026
Autrey, Deborah	School Director - Certificated	6.30.2026
Webb, Savannah	Facilitator	6.30.2026
Cammon, Keyonia	Care Team - Student Support	7.21.2026
Cutis, Carly	Care Team - Instructional Support	6.23.2026
Springer, Aric	Facilitator	8.07.2026
Rubio, Dania	Care Team - Student Support	8.06.2026
Gama, Ana	Care Team - Student Support	8.21.2026
Perez, Annie	Facilitator	8.28.2026

STATUS CHANGE

Blunt, Amaya	From Temp to Full-time Care Team - Student Support	7.01.2026
Bruckner, Amanda	From Hourly Substitute to Salary Facilitator	7.01.2026
Bowden, Rosalyn	From Care Team - Student Support to Facilitator	8.01.2026
Lopez, Wendy	From Hourly sub to Salary Facilitator	8.01.2026
Brown, Elizabeth	From Care Team Play Support to Care Team Student Support	8.01.2026
Verga, Juan	From Care Team Play Support to Care Team - Instructional Support	8.01.2026

iLEAD Lancaster - Payment Register

Location: 112--iLEAD Lancaster
 Period: 06/11/2026 - 09/09/2026
 Created on: 09/10/2026



Date	Vendor ID	Vendor Name	Amount
06/11/26	ACAD005	Academy Swim Club	\$368.00
06/11/26	ACTI003	Action Academy LLC	(\$2,516.00)
06/11/26	AMAZ100	Amazon Capital Services (iCA)	\$464.83
06/11/26	DEPA004	Antoinette De Paiva	\$165.00
06/11/26	BAYM001	Arlin N. Baymus	\$800.00
06/11/26	BRIA001	BJ Martial Arts Inc.	\$1,084.00
06/11/26	BILL001	Bill's Landscaping, Inc	\$780.00
06/11/26	COLO001	Colosky's Math Academy	\$427.50
06/11/26	DANC006	Dance Magic Studios	\$148.00
06/11/26	EDTE000	EdTech 101	\$390.15
06/11/26	CORD001	Efrain Cordero	\$525.00
06/11/26	EVER010	EverDriven Technologies, LLC	\$3,150.00
06/11/26	HOME000	Home Science Tools	\$864.79
06/11/26	IMAG001	Image 2000, Inc	\$156.93
06/11/26	LLKM000	Kenneshia Montoya	\$62.20
06/11/26	GUER002	Laura Guerrero	\$560.00
06/11/26	MELB002	Mel Booker Music, Inc.	\$892.00
06/11/26	MYFA000	MyFax	\$8.35
06/11/26	CONR001	Palmdale School of Music Inc.	\$315.00
06/11/26	PETI001	Petit Bizoo - Art Studio, Inc.	\$340.00
06/11/26	SCOO000	Scoot Education	\$7,395.00
06/11/26	SHRE001	Shred-IT, C/O Stericycle, Inc	\$259.73
06/11/26	GAS112A	SoCalGas 7188	\$198.65
06/11/26	CIRC000	The Circle LB	\$260.00
06/11/26	THEH000	The Hidden Dojo	\$540.00
06/11/26	WAS112A	Waste Management 3003.	\$2,354.97
06/12/26	RAMP112	Ramp	\$12,784.42
06/15/26	VENB000	Venbrook Insurance Services	\$7,340.68
06/16/26	ACTI003	Action Academy LLC	\$2,516.00
06/16/26	BUHR000	Allison Buhner	\$359.54
06/16/26	CHAN000	Allison Chang	\$385.88
06/16/26	CAVO001	Cavallo Electric Contractor Inc	\$16,250.00
06/16/26	WILS000	Genesis Wilson	\$94.07
06/16/26	MCD002	Jamie McDaniel	\$356.37
06/16/26	KRUE001	Jeffrey Krueger	\$130.08
06/16/26	KAIS000	Kaiser Foundation Health Plan	\$31,033.75
06/16/26	CAST000	Katrina Castillo	\$498.42
06/16/26	PSAD000	PS Administrators	\$67.15
06/16/26	WEBB000	Savannah Webb	\$306.49
06/16/26	ILEA300	iLEAD California	\$29,834.00
06/16/26	ILEA300	iLEAD California	\$93,918.00

Date	Vendor ID	Vendor Name	Amount
06/16/26	ILEA300	iLEAD California	\$2,611.41
06/16/26	ILEA300	iLEAD California	\$1,413.57
06/16/26	ILEA300	iLEAD California	\$3,673.93
06/16/26	ILEA300	iLEAD California	\$2,119.49
06/16/26	ILEA300	iLEAD California	\$2,611.41
06/16/26	ILEA300	iLEAD California	\$128.70
06/17/26	AMAZ100	Amazon Capital Services (iCA)	\$495.60
06/18/26	SLAV000	APlus Tutoring Inc.	\$547.00
06/18/26	HERN012	Alheli Hernandez	\$175.00
06/18/26	AMAZ100	Amazon Capital Services (iCA)	\$443.76
06/18/26	GUER002	Laura Guerrero	\$1,000.00
06/18/26	PURE000	Pure Oasis Water	\$114.80
06/18/26	THEH000	The Hidden Dojo	\$2,657.03
06/18/26	ROSS001	The Rock Learning Center	\$950.00
06/22/26	10TH000	10th Planet Palmdale LLC	\$125.00
06/22/26	AIMA000	Aim Academy Online, LLC	\$68.00
06/22/26	DEPA004	Antoinette De Paiva	\$165.00
06/22/26	BROA001	Broadway Gymnastics School Inc.	\$392.00
06/22/26	CIGN000	Cigna Healthcare	\$3,124.85
06/22/26	AUTR000	Deborah Autrey	\$102.00
06/22/26	FRES001	Fresh Start Healthy Meals, Inc.	\$33,178.20
06/22/26	VANH003	Holly Van Houten	\$400.00
06/22/26	LORE000	Lorena's Party Supply	\$1,785.00
06/22/26	MCCL000	McClure & Co.	\$965.00
06/22/26	PSAD000	PS Administrators	\$129.00
06/22/26	PURE000	Pure Oasis Water	\$90.50
06/22/26	SCHO017	Scholastic Inc.	\$1,970.48
06/22/26	COTT002	Sundrina Cottrell	\$50.00
06/22/26	THRI000	Thrive Academics, Inc	\$770.00
06/22/26	VICT000	Victorum Lancaster LLC	\$449.80
06/22/26	WATE002	Waterworks Aquatics Pasadena	\$1,951.64
06/23/26	AMAZ100	Amazon Capital Services (iCA)	\$1,345.67
06/23/26	BILL001	Bill's Landscaping, Inc	\$800.00
06/23/26	CIGN001	Cigna Healthcare	\$793.33
06/23/26	PARK003	Frances Park	\$220.00
06/23/26	JIVE000	GoTo Technologies USA, LLC	\$26.62
06/23/26	LEGA003	Legal Shield	\$157.45
06/23/26	QUIC006	Quick Urgent and Primary Care Inc	\$760.00
06/23/26	STEP000	Stephanie Dockrey	\$199.50
06/29/26	ALLG003	All Glass and Plastics, Inc	\$2,139.91
06/29/26	AMAZ100	Amazon Capital Services (iCA)	\$27,436.28
06/29/26	BILL001	Bill's Landscaping, Inc	\$800.00
06/29/26	BLIC000	Blick Art Materials LLC	\$306.68
06/29/26	WASH000	Crystal Washington	\$85.72
06/29/26	D2LL000	D2L Ltd	\$10,943.86

Date	Vendor ID	Vendor Name	Amount
06/29/26	DELT001	DeltaMath Solutions Inc	\$1,120.00
06/29/26	LECR000	Elizabeth LeCroy	\$209.12
06/29/26	BOLI002	Francesca Bolivar	\$500.00
06/29/26	GOPH001	Gopher	\$3,831.02
06/29/26	AGUI000	Heidi Aguilar	\$500.00
06/29/26	IMAG001	Image 2000, Inc	\$281.50
06/29/26	GIRO002	Jeffrey Girouard	\$94.95
06/29/26	KRUE001	Jeffrey Krueger	\$168.87
06/29/26	KCEC000	KCE Champions LLC	\$141,885.00
06/29/26	KNKC000	KNK Construction Corp.	\$43,900.00
06/29/26	KEKE000	Keke's LUV Event Planning LLC	\$600.00
06/29/26	LAC112A	LA County Waterworks 7679.	\$143.96
06/29/26	LAC112B	LA County Waterworks 7795.	\$632.20
06/29/26	LAKE001	Lakeshore Learning Materials LLC	\$45,403.35
06/29/26	HERN001	Leticia Hernandez	\$405.55
06/29/26	TAYL002	Lisa Taylor	\$591.86
06/29/26	MINU000	Minuteman Press	\$502.09
06/29/26	NATI000	National Benefit Services	\$778.50
06/29/26	NATI000	National Benefit Services	\$305.18
06/29/26	PIT112A	Pitney Bowes 3317	\$6.99
06/29/26	HUTS000	Robert Hutson	\$33.38
06/29/26	WEBB000	Savannah Webb	\$259.36
06/29/26	SCHO028	School Mate	\$1,084.71
06/29/26	SCOO000	Scoot Education	\$9,794.00
06/29/26	SEAS000	Sea Supply	\$3,600.95
06/29/26	SHRE001	Shred-IT, C/O Stericycle, Inc	\$141.96
06/29/26	EDI112A	Southern California Edison 1256.	\$13,109.26
06/29/26	THYS000	TK Elevator Corporation	\$17,100.00
06/29/26	WORT000	Worthington Direct Holding, LLC	\$55,499.30
06/30/26	AMAZ100	Amazon Capital Services (iCA)	\$26,044.37
06/30/26	PSAD000	PS Administrators	\$8.40
06/30/26	VEXR000	VEX Robotics, Inc.	\$14,462.49
07/01/26	CULT002	Cultivate Recreation Therapy Services LLC	\$95.00
07/01/26	EVER010	EverDriven Technologies, LLC	\$305.73
07/01/26	MUTU001	Mutual of Omaha Insurance Company	\$573.19
07/01/26	PROF000	Professional Tutors of America Inc	\$970.00
07/01/26	ORIH001	Samantha Orihuela	\$182.66
07/01/26	SPEC003	Specialized Therapy Services	\$145.00
07/01/26	TMOB005	T-Mobile 1693	\$224.94
07/02/26	LOSA001	Los Angeles County Office of Education (LACOE)	\$85,612.07
07/03/26	PSAD000	PS Administrators	\$68.29
07/06/26	PSAD000	PS Administrators	\$179.06
07/07/26	PSAD000	PS Administrators	\$35.00
07/10/26	AMAZ100	Amazon Capital Services (iCA)	\$15,120.24
07/10/26	HANE000	Antonio Haney	\$970.22

Date	Vendor ID	Vendor Name	Amount
07/10/26	APPL000	Apple Inc	\$3,298.51
07/10/26	APPL000	Apple Inc	\$21,684.56
07/10/26	APPL000	Apple Inc	\$8,838.79
07/10/26	APPL000	Apple Inc	\$53,123.63
07/10/26	APPL000	Apple Inc	\$146,740.56
07/10/26	BILL001	Bill's Landscaping, Inc	\$1,085.00
07/10/26	CCSA000	California Charter School Association	\$12,705.00
07/10/26	CAVO001	Cavallo Electric Contractor Inc	\$16,250.00
07/10/26	CHRI006	Christy White, Inc,	\$1,600.00
07/10/26	GARC006	Claudia Garcia	\$185.82
07/10/26	DEW112A	Dewey Pest Control 7179**	\$177.00
07/10/26	EDTE000	EdTech 101	\$125,387.01
07/10/26	FRON000	Frontier	\$59.73
07/10/26	JIVE000	GoTo Technologies USA, LLC	\$26.69
07/10/26	IMAG001	Image 2000, Inc	\$47,218.64
07/10/26	KRUE001	Jeffrey Krueger	\$43.25
07/10/26	QUIN000	Jose Raul Barron Quinteros	\$95.00
07/10/26	LLKM000	Kenneshia Montoya	\$90.14
07/10/26	LEGO000	Lego Education	\$956.64
07/10/26	HERN001	Leticia Hernandez	\$65.58
07/10/26	MACI001	Marisol Macias	\$533.60
07/10/26	NATI000	National Benefit Services	\$778.50
07/10/26	NATI000	National Benefit Services	\$90.99
07/10/26	PURE000	Pure Oasis Water	\$68.45
07/10/26	ILEA300	iLEAD California	\$188.50
07/10/26	ILEA300	iLEAD California	\$607.91
07/10/26	ILEA300	iLEAD California	\$3,476.21
07/12/26	RAMP112	Ramp	\$25,508.44
07/14/26	VENB000	Venbrook Insurance Services	\$10,758.54
07/17/26	AMAZ100	Amazon Capital Services (iCA)	\$297.03
07/17/26	AMIR000	Amira Learning, Inc	\$5,625.00
07/17/26	BILL001	Bill's Landscaping, Inc	\$280.00
07/17/26	BRAI000	BrainPOP LLC	\$4,268.16
07/17/26	CIGN000	Cigna Healthcare	\$3,067.79
07/17/26	EDTE000	EdTech 101	\$6,007.26
07/17/26	FRES001	Fresh Start Healthy Meals, Inc.	\$19,540.50
07/17/26	IMAG001	Image 2000, Inc	\$71.80
07/17/26	KAIS000	Kaiser Foundation Health Plan	\$31,951.91
07/17/26	NAVI001	Navigate360, LLC	\$375.62
07/17/26	NONS000	Nonstop Administration & Insurance Services, Inc.	\$18,621.25
07/17/26	PSAD000	PS Administrators	\$63.20
07/17/26	PURE000	Pure Oasis Water	\$71.40
07/17/26	WAS112A	Waste Management 3003.	\$2,354.97
07/20/26	CIGN003	Cigna Health and Life Insurance Company	\$10,579.05
07/20/26	CLEA004	Clearbrook Farms Inc	\$128.87

Date	Vendor ID	Vendor Name	Amount
07/20/26	GOLD000	Gold Star Food Inc	\$2,190.34
07/21/26	DEPT010	Department of the Treasury	\$218.61
07/21/26	EFFE001	Effectual Educational Consulting Services	\$158.40
07/21/26	EVER010	EverDriven Technologies, LLC	\$44.14
07/21/26	PSAD000	PS Administrators	\$40.00
07/22/26	BAY110B	Bay Alarm Company 6072*	\$3,763.77
07/22/26	GOLD000	Gold Star Food Inc	\$1,229.69
07/22/26	HESS000	Hess and Associates Inc	\$350.00
07/22/26	MUTU001	Mutual of Omaha Insurance Company	\$539.36
07/22/26	PARE002	Parent Square, Inc.	\$3,910.61
07/24/26	AMAZ100	Amazon Capital Services (iCA)	\$843.88
07/24/26	FRES001	Fresh Start Healthy Meals, Inc.	\$224.40
07/24/26	MEAL001	Harris Systems USA, Inc	\$4,417.00
07/24/26	LEGA003	Legal Shield	\$128.55
07/24/26	PSAD000	PS Administrators	\$906.61
07/30/26	AMAZ100	Amazon Capital Services (iCA)	\$250.87
07/30/26	AMER014	American Plumbing Services inc	\$120.00
07/30/26	BILL001	Bill's Landscaping, Inc	\$580.00
07/30/26	CAVO001	Cavallo Electric Contractor Inc	\$3,750.00
07/30/26	CROW006	Crown Trophy of Santa Clarita	\$139.15
07/30/26	DUNN000	Dunn-Edwards Corporation	\$402.28
07/30/26	IMAG001	Image 2000, Inc	\$31.16
07/30/26	JOST000	Jostens, Inc	\$3,368.87
07/30/26	NATI000	National Benefit Services	\$482.07
07/30/26	NATI000	National Benefit Services	\$111.44
07/30/26	PIT112A	Pitney Bowes 3317	\$6.99
07/30/26	PURE000	Pure Oasis Water	\$53.00
07/30/26	SEAS000	Sea Supply	\$923.26
07/30/26	ACCR000	WASC Accrediting Commission for Schools	\$850.00
07/31/26	LOSA001	Los Angeles County Office of Education (LACOE)	\$16,462.77
07/31/26	PSAD000	PS Administrators	\$48.35
08/04/26	AMAZ100	Amazon Capital Services (iCA)	\$184.70
08/04/26	CAVO001	Cavallo Electric Contractor Inc	\$2,550.00
08/04/26	CIGN001	Cigna Healthcare	\$643.73
08/04/26	CULT002	Cultivate Recreation Therapy Services LLC	\$150.00
08/04/26	EVER010	EverDriven Technologies, LLC	\$1,980.00
08/04/26	FRES001	Fresh Start Healthy Meals, Inc.	\$4,925.50
08/04/26	KCEC000	KCE Champions LLC	\$23,560.00
08/04/26	PROF000	Professional Tutors of America Inc	\$1,649.00
08/04/26	QMDE000	QM Design Group, Inc	\$118.68
08/04/26	SCHO009	School Pathways LLC	\$2,726.25
08/04/26	THYS000	TK Elevator Corporation	\$1,497.53
08/05/26	PSAD000	PS Administrators	\$48.35
08/06/26	AMAZ100	Amazon Capital Services (iCA)	\$4,888.97
08/06/26	CLEA004	Clearbrook Farms Inc	\$306.80

Date	Vendor ID	Vendor Name	Amount
08/10/26	CHRI006	Christy White, Inc,	\$6,750.00
08/10/26	LAWO000	Law Offices of Young, Minney & Corr, LLP	\$107.88
08/10/26	TMOB005	T-Mobile 1693	\$189.00
08/10/26	ILEA300	iLEAD California	\$1,592.32
08/10/26	ILEA300	iLEAD California	\$1,353.85
08/10/26	ILEA300	iLEAD California	\$229.73
08/11/26	AMAZ100	Amazon Capital Services (iCA)	\$2,463.22
08/11/26	BLAN003	Blank Shirts, Inc	\$466.99
08/11/26	COLE007	Cherie Coles	\$636.54
08/11/26	CLEA004	Clearbrook Farms Inc	\$1,200.39
08/11/26	EVER010	EverDriven Technologies, LLC	\$33.61
08/11/26	FRON000	Frontier	\$59.73
08/11/26	GOLD000	Gold Star Food Inc	\$2,215.25
08/11/26	IMAG001	Image 2000, Inc	\$533.44
08/11/26	QUIN000	Jose Raul Barron Quinteros	\$1,470.00
08/11/26	KCEC000	KCE Champions LLC	\$18,240.00
08/11/26	QCLO000	QC Locksmiths	\$1,215.52
08/11/26	GAS112A	SoCalGas 7188	\$228.87
08/11/26	EDI112A	Southern California Edison 1256.	\$16,748.78
08/11/26	WAS112A	Waste Management 3003.	\$2,437.39
08/12/26	PSAD000	PS Administrators	\$48.35
08/12/26	RAMP112	Ramp	\$6,039.29
08/13/26	AMAZ100	Amazon Capital Services (iCA)	\$735.25
08/13/26	FRES001	Fresh Start Healthy Meals, Inc.	\$1,692.95
08/13/26	PSAD000	PS Administrators	\$59.25
08/14/26	AIRM000	Air Masters Inc	\$3,475.00
08/14/26	BSNS000	BSN Sports LLC	\$409.38
08/14/26	FRAN000	Franklin Covey Inc	\$20,355.76
08/14/26	JIVE000	GoTo Technologies USA, LLC	\$26.69
08/14/26	CLAS005	Lantz Security	\$360.00
08/14/26	MINU000	Minuteman Press	\$560.86
08/18/26	AMAZ100	Amazon Capital Services (iCA)	\$5,857.21
08/18/26	DWED000	DW Educational Research, Inc	\$250.00
08/18/26	DEW112A	Dewey Pest Control 7179**	\$177.00
08/18/26	EDDI000	Eddies Welding and Iron Works	\$3,430.00
08/18/26	KAIS000	Kaiser Foundation Health Plan	\$26,304.44
08/18/26	LIMI002	Liminex, Inc	\$4,219.25
08/18/26	NATI000	National Benefit Services	\$482.07
08/18/26	NATI000	National Benefit Services	\$122.73
08/18/26	PABL000	Pablo Savage	(\$764.42)
08/18/26	PURE000	Pure Oasis Water	\$77.75
08/21/26	AMAZ112	Amazon Capital Services (Lanc)	\$6.99
08/21/26	GOLD000	Gold Star Food Inc	\$2,565.46
08/21/26	VENB000	Venbrook Insurance Services	\$2,028.88
08/25/26	AMAZ100	Amazon Capital Services (iCA)	\$2,905.68

Date	Vendor ID	Vendor Name	Amount
08/25/26	AXES000	Axes Fire Protection Inc.	\$596.60
08/25/26	CLEA004	Clearbrook Farms Inc	\$785.89
08/25/26	GOLD000	Gold Star Food Inc	\$13,097.55
08/27/26	CIGN003	Cigna Health and Life Insurance Company	(\$10,579.03)
08/27/26	CIGN003	Cigna Health and Life Insurance Company	\$10,579.03
08/31/26	AIRM000	Air Masters Inc	\$3,456.00
08/31/26	ALLA000	All About Learning Press Inc	\$143.40
08/31/26	REES000	Amanda Rees	\$244.58
08/31/26	AMAZ112	Amazon Capital Services (Lanc)	\$545.97
08/31/26	AMAZ100	Amazon Capital Services (ICA)	\$78.52
08/31/26	CIGN000	Cigna Healthcare	\$2,201.87
08/31/26	CITY009	City of Palmdale	\$6,457.52
08/31/26	CUMU000	Cumulus Global	\$456.00
08/31/26	GOLD000	Gold Star Food Inc	\$1,892.15
08/31/26	IMAG001	Image 2000, Inc	\$39.54
08/31/26	LAC112A	LA County Waterworks 7679.	\$143.96
08/31/26	LAC112B	LA County Waterworks 7795.	\$742.94
08/31/26	LEGA003	Legal Shield	\$173.40
08/31/26	MINU000	Minuteman Press	\$162.48
08/31/26	PABL000	Pablo Savage	\$764.42
08/31/26	SCIE000	Science Mom LLC	\$300.00
08/31/26	HOLL100	Terrence Holloway	\$43.01
08/31/26	NEEL004	Tiffany Neeley	\$199.36
08/31/26	LOPE003	Wendy Lopez	\$106.02
08/31/26	MORA000	Zenaida Morales	\$118.62
08/31/26	ILEA300	iLEAD California	\$4,307.82
08/31/26	ILEA300	iLEAD California	\$3,665.30
08/31/26	ILEA300	iLEAD California	\$4,802.78
08/31/26	ILEA300	iLEAD California	\$3,735.91
08/31/26	ILEA300	iLEAD California	\$4,176.72
09/01/26	AMAZ100	Amazon Capital Services (ICA)	\$30.96
09/01/26	LOSA001	Los Angeles County Office of Education (LACOE)	\$87,896.13
09/01/26	NATI000	National Benefit Services	\$1,146.21
09/01/26	NATI000	National Benefit Services	\$80.40
09/01/26	NORT000	Northwest Evaluation Association (NWEA)	\$9,787.50
09/01/26	ILEA300	iLEAD California	\$69,390.67
09/01/26	ILEA300	iLEAD California	\$92,660.35
09/01/26	ILEA300	iLEAD California	\$78,236.25
09/04/26	AMAZ112	Amazon Capital Services (Lanc)	\$3,133.88
09/04/26	BOOK002	Bookshark LLC	\$276.46
09/04/26	CAVO001	Cavallo Electric Contractor Inc	\$500.00
09/04/26	HIVE000	Hive Online Presence Management LLC	\$347.20
09/04/26	HOME000	Home Science Tools	\$945.52
09/04/26	JENN005	Jennifer Herter - Stories in History	\$110.15
09/04/26	PEDI000	Logic of English, Inc.	\$150.31

Date	Vendor ID	Vendor Name	Amount
09/04/26	MUTU001	Mutual of Omaha Insurance Company	\$950.99
09/04/26	NATI000	National Benefit Services	\$782.07
09/04/26	NATI000	National Benefit Services	\$307.26
09/04/26	PACI011	Pacific OneSource, Inc	\$127,011.44
09/04/26	PURE000	Pure Oasis Water	\$130.60
09/04/26	RAIN000	Rainbow Resource Center Inc	\$942.16
09/04/26	SCOO000	Scoot Education	\$4,390.00
09/04/26	SING000	Singapore Math Inc	\$367.46
09/04/26	EDI112A	Southern California Edison 1256.	\$20,577.23
09/04/26	STAR004	Starfall Education Foundation	\$35.00
09/04/26	STUD003	Studies Weekly, Inc.	\$215.73
09/08/26	CLEA004	Clearbrook Farms Inc	\$990.71
09/08/26	GOLD000	Gold Star Food Inc	\$12,474.23
09/09/26	ENOM000	Enome, Inc.	\$4,025.00
09/09/26	LAWO000	Law Offices of Young, Minney & Corr, LLP	\$23,603.50
09/09/26	MUTU001	Mutual of Omaha Insurance Company	\$795.72
Total			\$2,226,071.19

iLEAD Lancaster - Payment Register Summary

Location: 112--iLEAD Lancaster
Period: 06/11/2026 - 09/09/2026
Created on: 09/10/2026



GL Account #	GL Account Description	Total
3401	Health & Welfare Benefits - Credentialed positions	\$47,372.19
3402	Health & Welfare Benefits - Classified positions	\$73,949.90
4110	Core Curriculum - Texts, Workbooks, etc	\$9,893.16
4120	Core Curriculum - Software & Programs	\$13,698.11
4130	Other Curriculum	\$1,120.00
4305	Educational Supplies (Classroom, Project, SpEd, Etc)	\$28,567.07
4310	Science Supplies	\$6,411.33
4315	Art Supplies	\$1,276.76
4325	Custodial Supplies	\$4,524.21
4330	Health & Safety	\$2,020.24
4335	Home Study Stipend	\$25,282.13
4340	Office Supplies	\$4,992.22
4345	Printing & Reproduction Supplies	\$48,661.86
4350	Spiritwear	\$466.99
4355	Facilities Supplies	\$2,562.38
4410	Classroom Furniture & Equipment	\$120,645.20
4420	NonClassroom Furniture & Equipment	\$881.76
4430	IT Equipment & Supplies	\$538,186.41
4710	Vended Food Service	\$94,814.77
4720	Food Supplies	\$1,416.16
4740	Cafe Other Supplies	\$52,479.28
5210	Travel for PD, Conferences, & School Development	\$738.54
5220	Travel for Intersite Business - Mileage*	\$1,259.18
5240	Professional Development - Meetings & Collaborations	\$1,788.09
5310	Professional Dues, Memberships, and Subscriptions	\$40,210.90
5410	Liability Insurance	\$123,752.00
5510	Utilities - Electricity	\$50,435.27
5520	Utilities - Gas	\$427.52
5530	Utilities - Water	\$1,663.06
5540	Utilities - Trash	\$7,147.33
5560	Operations - Security	\$3,763.77
5630	Repairs & Maintenance - Facilities	\$60,127.56
5640	Repairs & Maintenance - Elevator Service	\$18,597.53
5650	Repairs & Maintenance - Auto	\$1,565.00
5801	Professional Services - Service Fees	\$189.60
5803	Professional Services - Business Services	\$401.69
5804	Professional Services - Auditing & Tax Preparation	\$8,350.00
5805	Professional Services - Payroll Fees	\$20,688.53
5806	Professional Services - Consultant Fees	\$350.00
5808	Professional Services - Legal Fees	\$23,711.38
5809	Professional Services - Shared/Leased Employees	\$10,348.20

GL Account #	GL Account Description	Total
5822	Operating Expenditures - Licenses & Other Fees	\$128.70
5827	Operating Expenditures - Other Benefit Fees	\$218.61
5829	Operating Expenditures - Events	\$1,562.31
5830	Operating Expenditures - Marketing & Advertising	\$2,379.99
5840	Operating Expenditures - Software Licenses	\$9,284.21
5850	Student Services Expenditures - Student Information System	\$2,726.25
5852	Student Services Expenditures - Special Education Contracted Services	\$248,968.15
5853	Student Services Expenditures - Student & Group Activities	\$17,368.21
5854	Student Services Expenditures - Electives & Enrichment	\$183,685.00
5855	Student Services Expenditures - Substitutes	\$21,579.00
5910	Telephone & Fax	\$207.81
5920	Internet Services	\$413.94
5940	Postage Expense	\$97.62
9310	Prepaid Expenditures (Expenses)	\$41,692.67
9530	Employee Benefits Payable	\$1,250.90
9535	Retirement Liability	\$189,970.97
9536	403b Payable	\$5,467.42
9547	Credit Card Payable - Lancaster	\$44,332.15
Total		\$2,226,071.19

iLEAD Lancaster Charter School

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: July 1, 2026 to June 1, 2029

In accordance with governing board approval dated July 1, 20 26.

Signature _____

Clerk (Secretary) of the Board

Typed Name Bridget Howitt

Clerk (Secretary) of the Board

NOTE: Please TYPE name under signature.

Column 1

Signatures of Members of the Governing Board

SIGNATURE	INITIALS
TYPED NAME	
Brian Florence	
President of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Bridget Howitt	
Clerk/Secretary of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Beth Carr-Knudson	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Constance Edwards	
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	
Brian Florence	
TITLE President	
SIGNATURE	INITIALS
TYPED NAME	
Beth Carr-Knudson	
TITLE Treasurer	
SIGNATURE	INITIALS
TYPED NAME	
Bridget Howitt	
TITLE Secretary	
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



iLEAD Lancaster Obsolete Equipment and Materials

Board Approved:

This list of obsolete equipment and materials is no longer needed for school purposes and will be sold and/or disposed of in accordance with Education Code Sections 17545 and 17546.

Education Code 17545 authorizes the sale for cash of any property belonging to the school if the property is not required for school purposes, or it should be disposed of for the purpose of replacement, or it is unsatisfactory or not suitable for school use.

Education Code 17545 and 17546 provides for procedures to implement such a sale, public or private, conducted by staff, other public agencies, or by contract with a private auction firm.

List of items attached in pages 2 – 7



Chromebook: 3VVK9FAN907490Y
Chromebook: MP1XXCL9
Chromebook: PF3EZK9J
Chromebook: PF4VFFLQ
Chromebook: PF3VD2AR
Chromebook: PF4YSPMM
Chromebook: 4WQR9FAR417781N
Chromebook: PF3VD28X
Chromebook: PF3VD2AE
Chromebook: PF3TQPLW
Chromebook: PF3GNEQ9
Chromebook: PF3TR9AY
Chromebook: PF3GDVYX
Chromebook: PF3VG74C
Chromebook: PF3GEYTJ
Chromebook: PF3JJDCS
Chromebook: PF3V9C6H
Chromebook: MP1XX8TW
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iPad: FGXYQTX2NP
Chromebook: LR040P3U
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Chromebook: 4WQR9FCR408383K
Chromebook: PF3VDBCT
Macbook Air: FVFGC0R3Q6L6
Macbook Air: FVFH317VQ6L6
Apple Pencil: HJRFT2YHJKM9
Chromebook: P204FP72
Chromebook: P2081WYA

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Chromebook: PF3S8NMH
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Chromebook: PF3VG2Z0
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