# MEETING AGENDA - iLEAD Online 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 in Acton between 9:00 am and 3:30 pm.

Meeting

| | |
|---|---|
| **Meeting Date** | Tuesday, September 1, 2026 |
| **Start Time** | 7:00 PM |
| **End Time** | 8:30 PM |
| **Location** | Address: 29477 The Old Rd, Castaic, CA 91384<br>Join Zoom Meeting https://us02web.zoom.us/j/3858775783<br>Meeting ID: 385 877 5783<br>Dial in Number: 1-669-900-6833 |
| **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

### 1.5. Board Meeting Minutes

## 2. Public Comments

### 2.1. Public Comments

## 3. Action Items

### 3.1. 2025/2026 Education Protection Account

### 3.2. Material Revision

### 3.3. Approval for Corporate Merger - Resolution

## 4. Discussion And Reports

### 4.1. School Director Report

## 5. Consent Items

### 5.1. Personnel Report

### 5.2. Check Registers

## 6. Board Comments

### 6.1. Board Comments

## 7. Closing Items

### 7.1. Next Meeting Date - October 6th 2026 @ 7 pm

### 7.2. Adjournment

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

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

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

# MEETING MINUTES - iLEAD Online Board

## Meeting

| | |
|---|---|
| **Date** | Tuesday, June 23, 2026 |
| **Started** | 7:02 PM |
| **Ended** | 7:42 PM |
| **Location** | Address: 29477 The Old Rd, Castaic, CA 91384<br>Join Zoom Meeting https://us02web.zoom.us/j/3858775783<br>Meeting ID: 385 877 5783<br>Dial in Number: 1-669-900-6833 |
| **Purpose** | Regular scheduled meeting |
| **Chaired by** | Dr. Giselle Bice |
| **Recorder** | Rigo Ortega |

## Minutes

# 1. Opening Items

### 1.1. Call The Meeting To Order

Meeting called to order at 7:02 pm

**Status:** Completed

### 1.2. Roll Call

Dr. Jasmine Ruys - Present

Dr. Giselle Bice - Present

Dave Faoro - Present

**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: Dave Faoro

Seconded: Dr. Jasmine Ruys

Unanimously Approved

**Resolution #:**

**Status:** Carried

### 1.5. Board Meeting Minutes

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

Dave Faoro motioned with the correct spelling on 5.1 from Dave Faor to Dave Faoro

Seconded: Dr. Jasmine Ruys

Unanimously Approved

**Resolution #:**

**Status:** Carried

Documents

- Minutes-2026-06-16-v1 (1).pdf

## 2. Public Comments

### 2.1. Public Comments

The public may address the iLEAD Online 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 or alert them during Public Comments. 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.

**Status:** Completed

## 3. Action Items

### 3.1. Local Control & Accountability Plan

Discuss and take action on the 2026 - 2027 LCAP.

Motioned: Dave Faoro

Seconded: Dr. Jasmine Ruys

Unanimously Approved

**Due date:**

**Status:** Completed (6/23/2026)

Documents

- 26.27 Final iLEAD Online LCAP.pdf

### 3.2. Final Budget Approval

Discuss and take action on the final budget approval. Approval of this item confirms the budget, which includes LCAP Expenditures.

Motioned: Dave Faoro

Seconded: Dr. Jasmine Ruys

Unanimously Approved

**Due date:**

**Status:** Completed (6/23/2026)

### 3.3. School Plan for Student Achievement

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

**Due date:**

**Status:** Completed (6/23/2026)

Documents

- Online SPSA 26-27 - Board presentation.pdf
- iLEAD Online SPSA 26-27 (1).pdf

### 3.4. 2026-2027 Family Guidebook

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

**Due date:**

**Status:** Completed (6/23/2026)

Documents

- iLEAD Online_2026-27 Family Guidebook.pdf

## 4. Discussion And Reports

### 4.1. Prop 28 Annual Plan

Discuss and take action regarding the Prop 28 plan.

No action needed

**Status:** Completed

Documents

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

### 4.2. Local Indicator Report

Discuss the 2025-2026 Local Indicators.

**Status:** Completed

Documents

- 2026 iLEAD Online Priority Self-Reflection Tool ✓.pdf

## 5. Closed Session

### 5.1. Public Employee Performance Evaluation

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

Nothing to report

**Status:** Completed

## 6. Action Item

### 6.1. School Director Employment Agreement

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

Dave Faoro motions to approve the iLEAD Online School Director Contract for the 2026-2027 school year, beginning on July 1, 2026, and concluding on June 30, 2027. The School Director's annual pay has increased by 5%. She will be entitled to participate in the employee benefits program at the same rate as all current employees, which will be ~$800 per month for health and welfare and $75 per month per the "Bring Your Own Device Policy."

Seconded: Dr. Jasmine Ruys

Unanimously approved

**Due date:**

**Status:** Completed (6/23/2026)

## 7. Board Comments

### 7.1. Board Comments

**Status:** Completed

## 8. Closing Items

### 8.1. Next Meeting Date - September 1, 2026 7pm

Board Members mark their calendars and confirm quorum.

**Status:** Completed

### 8.2. Adjournment

Meeting adjourned at 7:42 pm

**Status:** Completed

# iLEAD Online
# 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 Online has determined to spend the monies received from the Education Protection Act as attached.

Dated: _____

_____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member

iLEAD Online
3720 Sierra Hwy
Unit A Acton, Ca
93510

| Education Protection Account Budget Object Codes: 2025/2026<br>(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) | | | |
|---|---|---|---|
| Primary Object code for EPA Funding | 1120 | Credentialed Home Study Teacher Salaries | |
| EPA Estimated Funding Determination for 2025/2026 | | | $95,520 |

# iLEAD Online Charter School

## Governance & CMO Redline Overview

*Limited Revision — Governance and CMO Sections Only*

**Scope:** This redline updates only (1) the iLEAD California Charters 1 / CMO description in the introductory affiliations section and (2) Element D (Governance). All other petition language remains unchanged at this time.

**Redline key:** ~~deleted text~~ | added text

### 1. CMO / iLEAD California Charters 1 Section

Current petition location: Introduction / Founding Affiliations and Consultants (petition page 14; PDF page 20).

#### iLEAD California Charters 1 (iLEAD California)

~~iLEAD California is a dedicated nonprofit partner that offers comprehensive educational and operational support through a shared resource agreement, approved by each school's Governing Board. Their approach is rooted in the iLEAD methodology, which emphasizes individualized, project-based, and social-emotional learning. This partnership encompasses a wide range of services, including instructional development, training, execution, and assessment support for all students. In addition to instructional support, iLEAD California provides expertise in leadership, governance, human resources, information technology, financial management, and operations. They also ensure compliance and reporting requirements are met and assist with development and outreach efforts. These shared resources allow schools to concentrate on delivering high-quality instruction and addressing the unique needs of every student. iLEAD California is passionate about providing alternative educational models that are personalized and relationship-driven. Their mission is to empower individuals to become lifelong learners, empathetic citizens, authentic individuals, and design thinkers.~~

iLEAD California Charters 1 (iCC1) is the 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 Online 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, outreach, and school operations. iCC1's mission is to empower individuals to become lifelong learners, empathetic citizens, authentic individuals, and design thinkers.

### 2. Element D (4): Governance

Current petition location: Element D begins at petition page 88 (PDF page 94). The following redline aligns iLEAD Online's governance structure to the iCC1 operator/governing-board structure used in the Empower Generations petition.

#### Governing Law

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

## Governance Structure

~~As an independent charter school, iLEAD Online Charter School, operated as a nonprofit public benefit corporation, is a separate legal entity from the District and shall be 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. [Ed. Code Section 47604(d)]~~

iLEAD Online Charter School, an independent 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 of Directors of iLEAD California Charters 1 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 Online Charter School.

iLEAD Online 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.

~~iLEAD Online shall ensure that, at all times throughout the term of the Charter, the bylaws of its Governing Board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. A copy of iLEAD Online's bylaws are attached hereto as Appendix G. In the event that the Governing Board and/or nonprofit corporation operating the Charter School amends the bylaws, iLEAD Online shall provide the District with a copy of the amended bylaws.~~

The names and qualifications of the current Board members of iLEAD California Charters 1 are maintained with the Charter School's governance records and will be provided to the District as required. A copy of the iLEAD California Charters 1 Bylaws is included in Appendix G. In the event iLEAD California Charters 1 amends its Bylaws, the Charter School will provide the District with a copy of the amended Bylaws upon request or as otherwise required by law.

As required by Education Code Section 47604(d), iLEAD Online Charter School and iLEAD California Charters 1 shall be 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.

## Legal and Policy Compliance

~~iLEAD Online shall comply with all applicable federal, state, and local laws and regulations and District policy as it relates to iLEAD Online, as they may be amended from time to time. iLEAD Online shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, CalSASS, and Education Code Section 47604.33. iLEAD Online shall comply with the Brown Act and the CPRA. iLEAD Online shall comply with the PRA. iLEAD Online shall comply with Section 1090 et seq.~~

iLEAD Online 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 Online shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, CalSAAS, and Education Code Section 47604.33. In accordance with Education Code Section 47604.1, iLEAD Online and iLEAD California Charters 1 shall comply with the Ralph M. Brown Act, California Public Records Act, Political Reform Act, and Government Code Section 1090 et seq.

iLEAD California Charters 1 has adopted a Conflict of Interest Code, which is submitted to the County Board of Supervisors for approval as required by law. 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 and made accessible to the public at least 72 hours in advance of regular meetings and 24 hours for special meetings. The District may appoint a single representative to the Board pursuant to Education Code Section 47604(c).

## Conflicts of Interest

~~Members of iLEAD Online's Governing Board, any administrators, managers, or employees, and any other committees of iLEAD Online shall at all times comply with federal and state laws, nonprofit integrity~~

~~standards, and the District's Charter School policies and regulations and applicable state and federal law regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools. A copy of iLEAD Online's Conflict of Interest Policy is attached hereto as Appendix I.~~

Directors of the iLEAD California Charters 1 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 law regarding ethics and conflicts of interest. The Conflict of Interest Code and Policy applicable to iLEAD Online is included in Appendix I.

### Governance Board Composition and Selection

~~The Board of Directors, comprised of business professionals, parents, community members, volunteers, staff members, and/or learner representatives, sets policy, approves the budget, and ensures that the Charter School maintains their vision, mission, and high academic standards. Board Members are selected based on their expertise, skills, and commitment to represent the Charter School's population and uphold the Charter School's mission/vision and iLEAD Methodology. One key to the program's success is the representation of parents on the Board. Parent representation on the Board is essential to ensure involvement of the school community. Additional Board seats are filled by business, community, or other educational partners who have the desired combination of experience and expertise needed by the Board of Directors to ensure the Charter School's success, including in areas such as curriculum, instruction and assessment, finance, business management and/or, preferably, law, special education, fundraising, and facilities.~~

The iLEAD California Charters 1 Board of Directors is composed 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; and 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 iLEAD California Charters 1 Bylaws.

~~The Board of Directors is comprised of between three to five voting members. The staff and/or learner board members are nonvoting and are not involved in personnel matters or discussions.~~

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

### Scope of Authority and Responsibility

~~The Board of Directors of iLEAD Online will meet quarterly or more often as needed and is charged with the overall policy-making affecting all areas of iLEAD Online. The Board is fully responsible for the operation and fiscal affairs of iLEAD Online.~~The iLEAD California Charters 1 Board of Directors is responsible for the operation and fiscal affairs of iLEAD Online.

- ~~Promoting and guiding the vision and mission of iLEAD Online~~ Promoting and guiding the vision and mission of the organization and iLEAD Online
- ~~Reviewing and approving all major educational and operational school policies~~ Reviewing and approving educational and operational school policies
- ~~Hiring the School Director~~ Hiring the School Director or approving the process and delegation for appointment of the School Director
- ~~Evaluating the performance of the School Director via a process approved by the Board~~ Evaluating organizational executive leadership and maintaining oversight of the School Director through the Chief Executive Officer or designee
- ~~Approving all major contracts~~ Approving all major contracts in accordance with Board-adopted fiscal policies

- ~~Developing annual goals for the Charter School and long-range plans with input from the School Director, facilitators, and parents/guardians~~ 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~~ Approving the Charter School's LCAP and Annual Update, annual budget, budget revisions, and overseeing the Charter School's fiscal affairs
- ~~Receiving reports from, and providing recommendations to, the School Director and staff~~ Receiving reports regarding the Charter School and providing direction and recommendations consistent with the governance structure
- ~~Participating in the dispute resolution procedure and complaint procedures when necessary~~ Participating in dispute resolution and complaint procedures when necessary
- ~~Approve the request for charter petition material revisions and renewals as necessary to the District for consideration~~ Approving requests for charter petition material revisions and renewals as necessary for submission to the District
- ~~Ensure compliance with all applicable laws, including but not limited to the Brown Act, CPRA, PRA, and Government Code section 1090~~ Ensuring 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 Online 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.~~

Board meetings are noticed and held in compliance with the Brown Act and Education Code Section 47604.1. Meeting locations and teleconference procedures shall comply with all applicable requirements of Education Code Section 47604.1 and the Brown Act and shall provide access to the iLEAD Online community and the public. Accurate minutes of meetings are maintained by the secretary or other individual designated by the Board. Meeting agendas, minutes, and documents shall be maintained in the school office, another suitable office, and/or website. Agendas for regular meetings are posted at least 72 hours in advance, and agendas for special meetings are posted at least 24 hours in advance.

An Annual Meeting is held on a date chosen by the Board in accordance with its Bylaws for the purpose of organization, appointment of officers, setting the calendar of meetings for the upcoming year, and transacting other business as may properly be brought before the meeting.

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.

## Bylaws

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

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

## Board Training and Continuous Improvement

~~iLEAD Online is committed to continuous improvement and ongoing training to assist the Board of Directors in fulfilling its responsibilities to act as stewards for iLEAD Online.~~iLEAD California Charters 1 is committed to continuous improvement and ongoing training to assist the Board of Directors in fulfilling its responsibilities.

The Board receives appropriate training and educational opportunities, both as a full Board and individually, including training required by law. Board development typically includes legal counsel or other experts familiar with public school governance and topics such as conflicts of interest, the Brown Act, CPRA, ethics, charter school finance, monitoring learner achievement, and roles and responsibilities of the Board. New Board members receive orientation and opportunities for supplemental training in areas of school oversight where they lack experience or knowledge.

## School Director's Role

~~The School Director will report directly to the Board and has responsibility for the orderly operation of iLEAD Online and the supervision of iLEAD Online employees. The School Director will be the instructional leader of the Charter School. The School Director will ensure that the curriculum and assessments are implemented in order to maximize student learning experiences. The School Director will work closely with iLEAD California to ensure the fulfillment of the Charter School's mission and vision. The School Director is assigned to perform tasks directed from the Board of Directors, which may be delegated or contracted as approved by the Board of Directors to a business administrator of the School or other employee, or to an appropriately qualified third-party provider.~~

The School Director reports to the Chief Executive Officer or designee and serves as the instructional leader and operational manager of iLEAD Online. The School Director is responsible for policy implementation, curriculum oversight, staff hiring, evaluation, and termination consistent with Board policy and delegated authority, and ensuring compliance with the charter and applicable laws. The School Director manages the day-to-day operations of the Charter School under the direction of organizational leadership and the ultimate oversight of the iLEAD California Charters 1 Board of Directors.

## Educational Partner / Parent Involvement

~~At iLEAD Online, parents play many important roles in the day-to-day operations of the Charter School, as well as the strategic planning and overall vision of the school community. Parents continue to be involved in the Charter School through participation on the Governing Board, as well as volunteering and attending school events.~~

iLEAD Online values Educational Partner input and ensures ongoing parent and community engagement in governance and school operations. Parental involvement opportunities include volunteering at events; membership in advisory committees such as ELAC and iSUPPORT (PTO); and input on LCAP development through surveys, meetings, and forums.

Additionally, the Charter School will endeavor to communicate regularly with families through weekly family newsletters, website updates, Reports of Progress and Learner-Led Conferences, orientation sessions and Parent University workshops, and an open-door policy with the School Director and staff.

iLEAD Online may maintain advisory groups, including any required by law, for purposes of making recommendations regarding governance, operations, or other matters of interest and concern. iLEAD Online 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 Online will form an English Learner Advisory Committee (ELAC) composed of parents, staff, and community members 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.

### Accountability

The District serves as charter authorizer and provides supervisorial oversight to the Charter School pursuant to Education Code Section 47604.32. The Charter School shall have all reporting duties to the District as described in Education Code Section 47604.33 and shall respond to all reasonable inquiries pursuant to Education Code Section 47604.3. The Charter School seeks to maintain a collaborative relationship and healthy communication with the District.

### Board Policies

~~Basic policies can be found on the iLEAD Online website, and the Fiscal Policy can be found in Appendix J. These policies and internal controls will prevent fraud, embezzlement, and conflict of interest and ensure the implementation and monitoring of those policies.~~

Policies governing finance, conflict of interest, and Board operations are accessible on the Charter School website and/or included in the petition appendices, including the Fiscal Policy in Appendix J. All policies are designed to ensure compliance, internal controls, and ethical governance.

### Organizational Chart

~~The current organizational chart showing a direct reporting line from the iLEAD Online Board of Directors to the Site Director is deleted.~~

Roles and lines of authority for Board and management positions will reflect the iLEAD California Charters 1 governance structure shown below.

| | | |
|---|---|---|
| **iLEAD California Charters 1 Governing Board** | | |
| **Chief Executive Officer** | | |
| **iLEAD Online School Director** | | |
| **Parent Advisory Council** | **School Site Council** | **ELAC** |
| ↓ | ↓ | ↓ |
| **Teaching Staff (Facilitators, SPED, etc.)** | **Classified Staff (Instructional, Office, Operations)** | **Specialized Services (Counseling, SEL, etc.)** |
| | | |

**Drafting note:** This redline intentionally does not revise other petition elements or appendices beyond references necessary to make the governance/CMO language internally coherent. Appendix contents and the final organizational chart can be conformed in the next revision round.





# iLEAD Online Charter School

**Presented to**
**Acton Agua Dulce Unified School District**

**Charter Renewal Petition**

**Grades TK-12**

**Submitted September 2024**

# CELEBRATIONS & SUCCESSES





## HANDS-ON PROJECT-BASED LEARNING:

### Innovation & Real-World Projects

- Students engage in entrepreneurship by creating business plans from pitch to social impact.
- Students explore STEM through hands-on projects like 3D modeling of body systems and principles of flight.
- Interdisciplinary studies include designing civilizations with aspects like culture, government, and economics.
- Young learners receive "iLEAD Adventure Crates" for hands-on learning manipulatives and supplies.





*"Our child feels seen and understood by all their teachers. As we know, effective learning happens when learners feel comfortable. Thanks to the iLEAD Online team, our child is thriving."*

-iLEAD Online Parent

### CTE Pathways Expansion

- Supported by the K12 Strong Workforce Program Competitive Grant.
- Courses offered in Information Communication Technology, Behavioral Health, Public Safety, Accounting, and Game Design.
- Programs equip students with industry-relevant skills.

# CULTIVATING COMMUNITY AND GROWING LEADERS THROUGH SOCIAL-EMOTIONAL LEARNING:

## Social-Emotional Learning Focus

- Middle schoolers use the Project Wayfinder curriculum.
- High schoolers in the Child Development CTE pathway create a "Library of Inclusivity."
- Kindergarteners showcase their learning at events like the "Gala."



We're Better When We All Pull Together!
iSUPPORT
Parent Action Team



## Community Engagement

- Students excel in National Honor Society & California Scholarship Federation.
- Regular meetups like beach days and outdoor advisory hikes foster strong connections.
- The NHS program and iSUPPORT parent group enhance community support.
- Formal partnerships with Antelope Valley College allow for dual enrollment.
- Field Studies allow for real-world hands-on learning with museums, science centers, and more.

"I'd like to express my sincere gratitude for your innovative approach to education. Your focus on the whole child and nurturing socio-emotional development in the academic setting is truly commendable. Thank you for providing learning platforms that foster self-directed learning and emphasize the importance of producing high-quality work. You're creating a new generation of self-motivated, productive individuals."
-iLEAD Online Parent



FREE TO THINK. INSPIRED TO LEAD.
iLEADonline
iLEADonline.org

# INDIVIDUALIZED LEARNING PUTS STUDENTS IN THE DRIVER'S SEAT:

## AP Exam Success

- 100% pass rate in:
  - English Language Composition
  - Human Geography
  - U.S. History
  - English Literature Composition
  - Japanese Language
  - Art History
  - Environmental Science
  - Drawing
  - 2D Art Design
- 83% pass rate in AP Seminar

## Career Readiness Focus

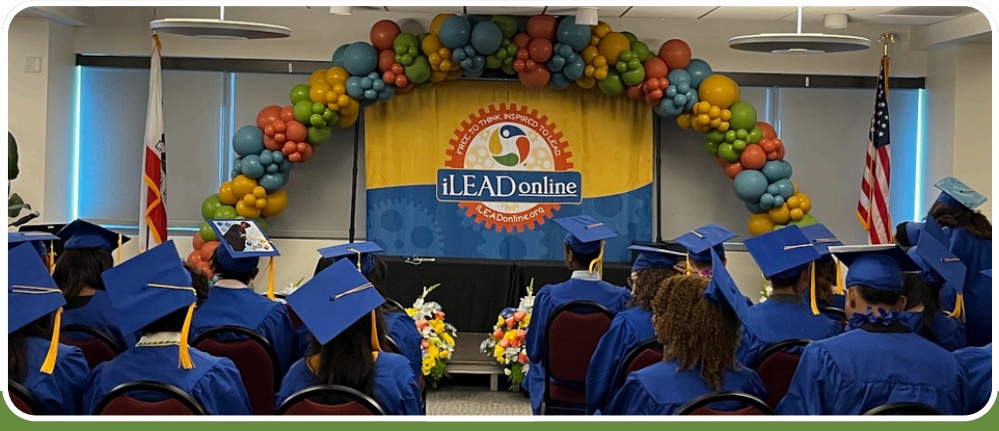
- Virtual Career Day offers insights from industry professionals.
- Live talks from inspiring speakers like actress Sarah Drew and journalist Lisa Ling.
- Emphasis on students taking control of their educational journey.





"Honestly, I sometimes struggled to fully grasp my child's projects. However, I now understand that the focus isn't on the project itself, but on the personal growth and self-discovery that occurs through the learning process. iLEAD learners develop a multifaceted understanding of who they are and how they want to engage with the world. This empowers them to create their own successes, unconstrained by the limitations imposed by traditional education. You're fostering a generation of individuals who know how to design their own wins. And they're making it look effortless!"

-iLEAD Online Parent




FREE TO THINK. INSPIRED TO LEAD.
iLEADonline
iLEADonline.org

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## AFFIRMATIONS/ASSURANCES

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As the authorized representatives of the applicant, I, Kate Wolfe, hereby certify that the information submitted in this renewal charter for iLEAD Online Charter School ("iLEAD Online" or the "Charter School") submitted to the Acton-Agua Dulce Unified 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 Online 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 Online 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 Online will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(e)(1)]

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

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

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

- iLEAD Online 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 Online 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 Online without graduating or completing the school year for any reason, iLEAD Online 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 Online 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 Online 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 Online 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 Online 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 Online 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 Online shall on a regular basis consult with its parents/guardians and teachers regarding iLEAD Online's educational programs. [Ref. California Education Code Section 47605(d)]

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

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

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

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

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

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

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

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

- iLEAD Online 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 Online 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 Online 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 Online shall comply with all requirements of Education Code Section 47606.5, including but not limited to the requirements that iLEAD Online 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)]

_____ _____

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 Online is currently in the "Middle" track. (See Charter School Performance Category Data File published by the CDE on 12-Mar-2024.) Under Education Code Section 47607(c), a charter school placed in the Middle track is eligible for a five-year renewal term.

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

Education Code Section 47607.2(b) provides that:

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

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

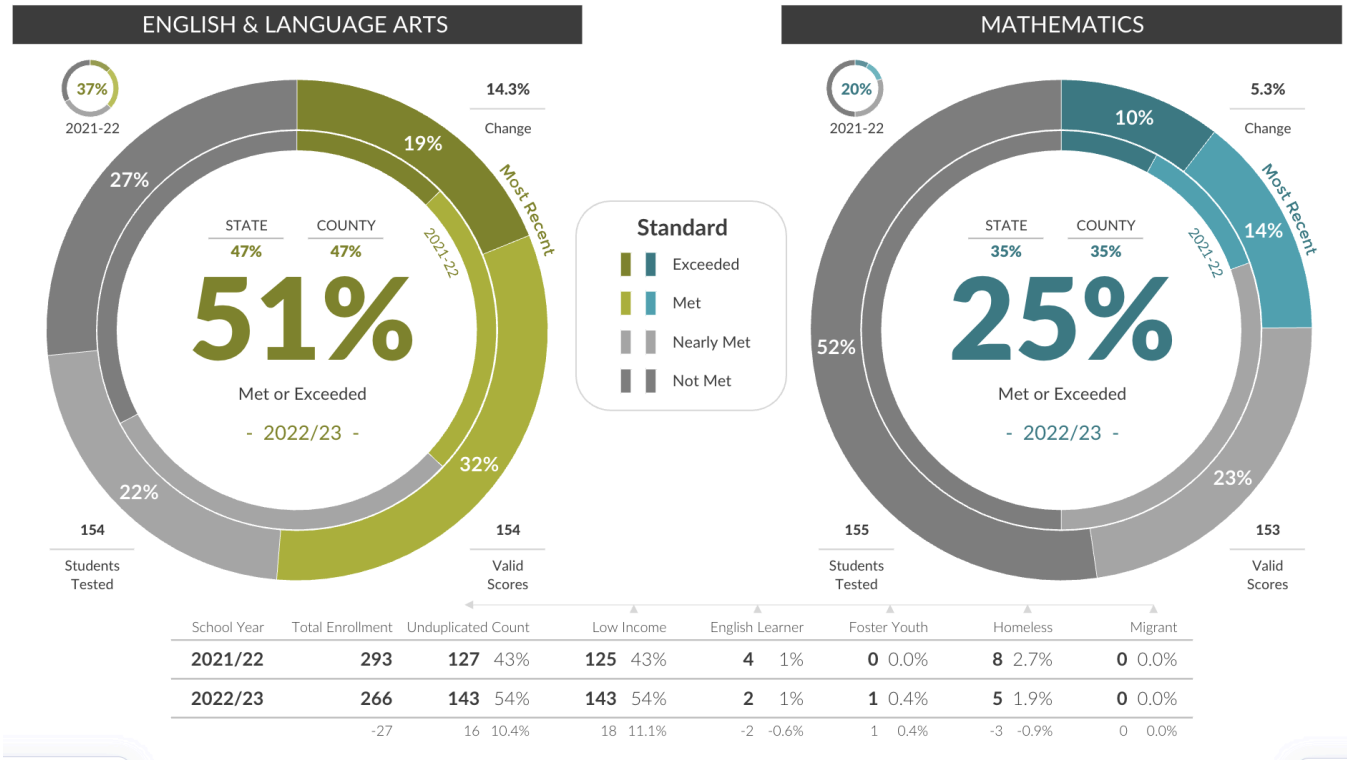
Below, we have provided analysis of the Charter School's performance on the Dashboard, CAASPP, and through third-party verified data. The student performance and outcomes indicate that the Charter School is providing meaningful support to all students.

Historical Enrollment Trend

| Academic Year | Total | African American | American Indian or Alaska Native | Asian | Filipino | Hispanic or Latino | Pacific Islander | White | Two or More Races |
|---|---|---|---|---|---|---|---|---|---|
| 2023-24 | **249** | 12.9% | 0.8% | 5.6% | 0.4% | 37.8% | 0.8% | 31.7% | 8.4% |
| 2022-23 | **266** | 18.8% | 0.4% | 3.4% | 0.8% | 38.0% | 0.0% | 27.4% | 10.5% |
| 2021-22 | **293** | 15.0% | 0.3% | 2.4% | 0.3% | 41.6% | 0.0% | 26.3% | 10.9% |
| 2020-21 | **256** | 16.4% | 0.4% | 2.3% | 0.8% | 31.3% | 0.0% | 33.6% | 9.0% |
| 2019-20 | **125** | 17.6% | 0.0% | 0.8% | 0.0% | 26.4% | 0.0% | 42.4% | 7.2% |
| 2018-19 | **73** | 15.1% | 0.0% | 2.7% | 0.0% | 20.5% | 0.0% | 56.2% | 5.5% |
| 2017-18 | **13** | 0.0% | 0.0% | 0.0% | 0.0% | 15.4% | 0.0% | 76.9% | 7.7% |

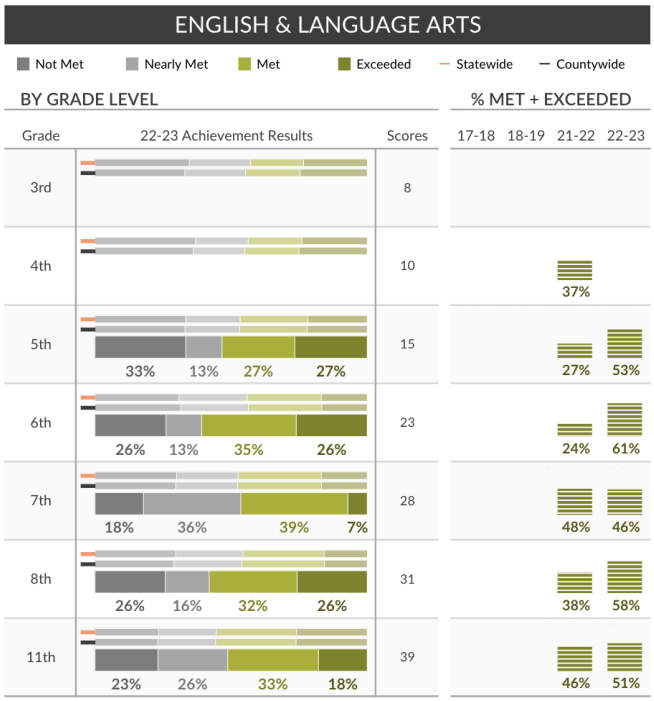
iLEAD Online's student enrollment population has steadily increased and held over the past seven years. With the increase in student enrollment since 2017, iLEAD Online has maintained a well-balanced student population. This data is reflected as of Census Day as reported on DataQuest.

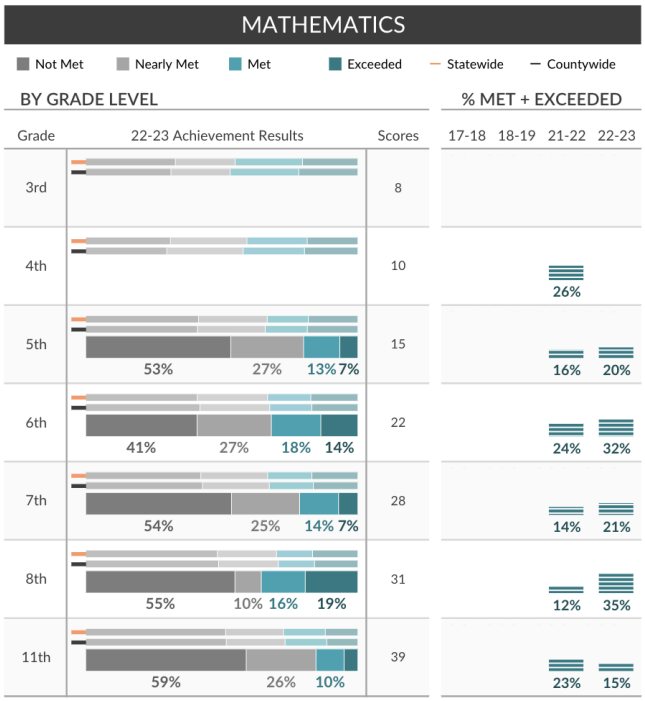
State Test - Smarter Balanced Summative Assessment in ELA and Math



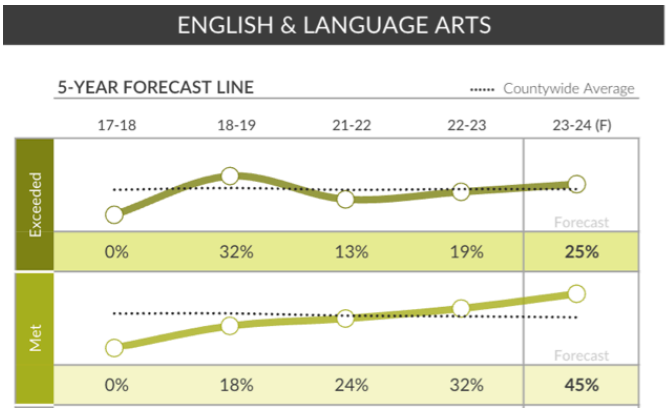

| School Year | Total Enrollment | Unduplicated Count | Low Income | English Learner | Foster Youth | Homeless | Migrant |
|---|---|---|---|---|---|---|---|
| 2021/22 | 293 | 127 43% | 125 43% | 4 1% | 0 0.0% | 8 2.7% | 0 0.0% |
| 2022/23 | 266 | 143 54% | 143 54% | 2 1% | 1 0.4% | 5 1.9% | 0 0.0% |
| | -27 | 16 10.4% | 18 11.1% | -2 -0.6% | 1 0.4% | -3 -0.9% | 0 0.0% |

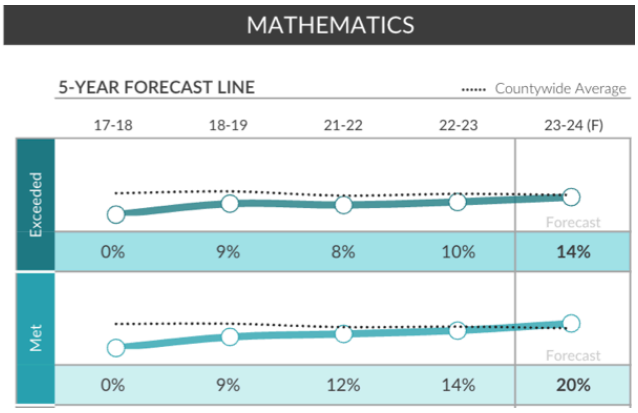
Recent results show that test scores increased by 14.3% in ELA and 5.3% in mathematics.



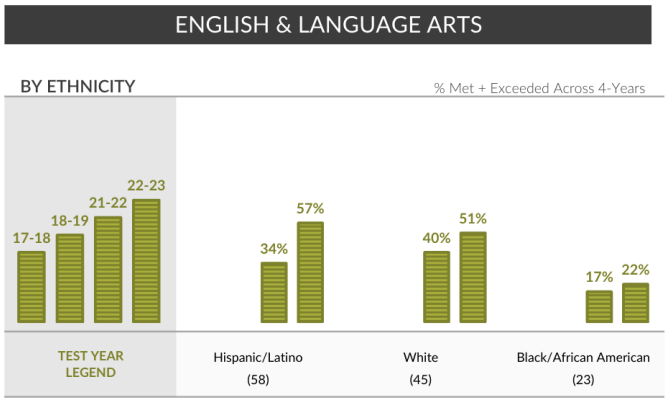



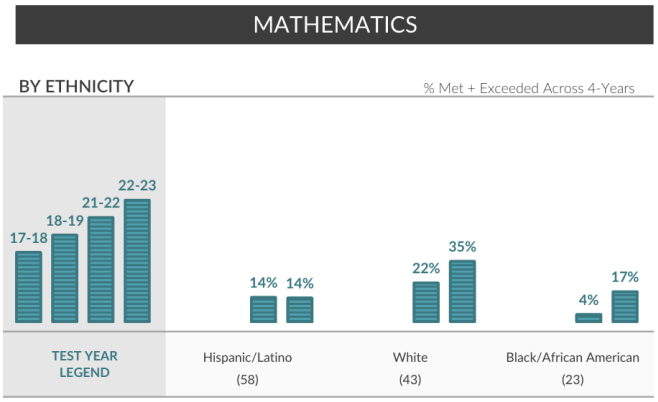
Some data is not available due to small group sizes. The above charts show increases in almost every grade level, some grade levels jumping significant percentages. Analyzing results disaggregated by grade level can shed some light on the health of how ELA and math standards are taught. Results indicate that the scope and sequence of Common Core State Standards appear sound and effective.




The charts above illustrate a positive trend in ELA and math as more students move into grade-level proficiency over time. Based on the observed data, the number of students is increasing in the both ("Met" or "Exceeded") regions.




Hispanic/Latino, White and Black/African American students were selected due to group size. These are the three largest racial/ethnic groups at iLEAD Online. All three groups showed steady academic growth over time.

Verified Data Test Results - NWEA MAP in ELA and Math (2023-2024)

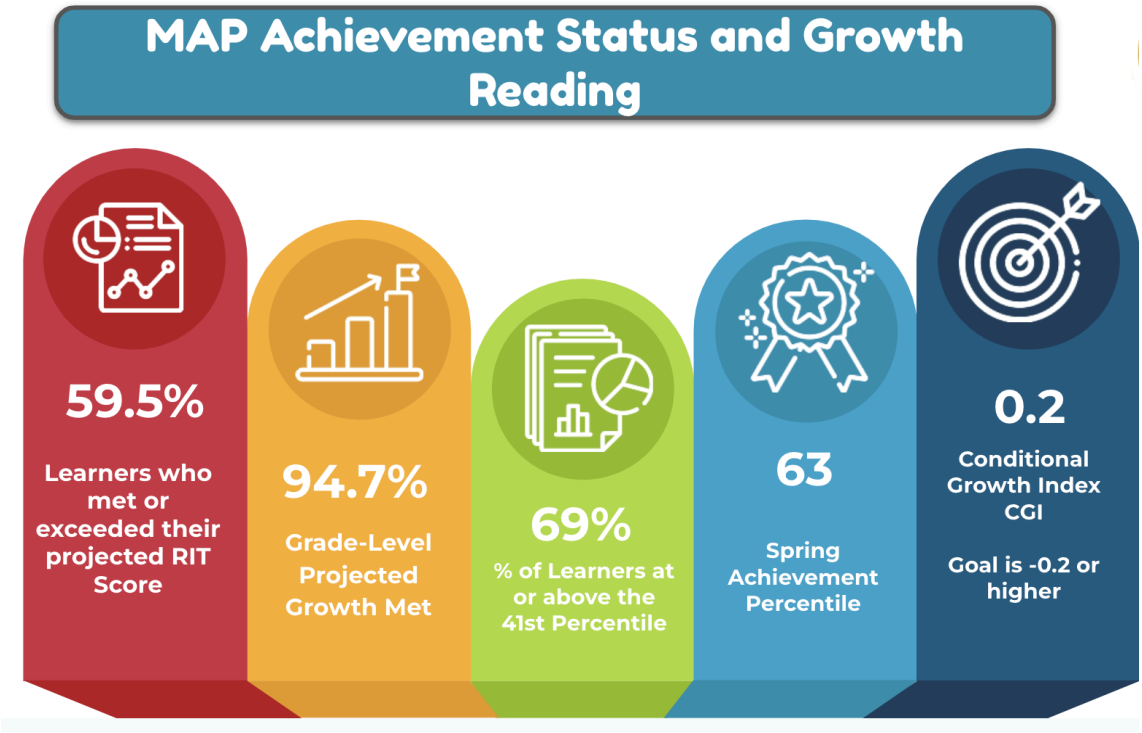
At the point of renewal, AB 1505 also requires chartering authorities to review and consider verified data demonstrating the extent that a charter school's students experienced measurable increases in achievement, as follows:

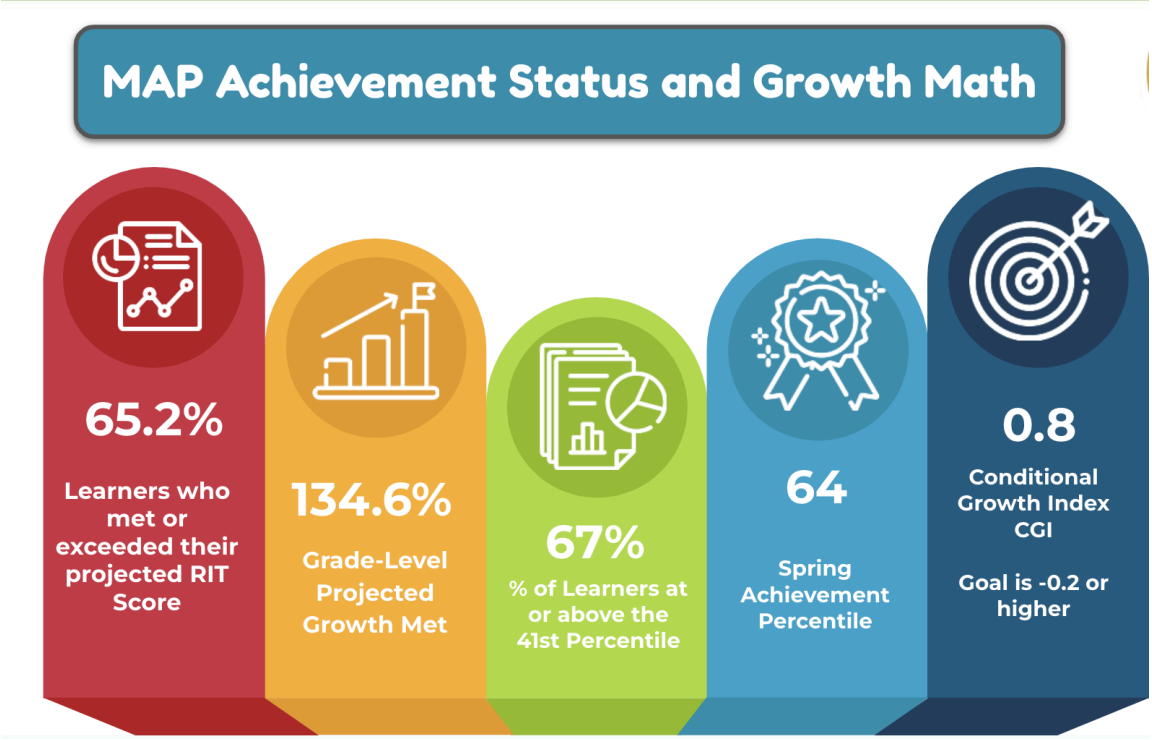
- In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

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

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

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

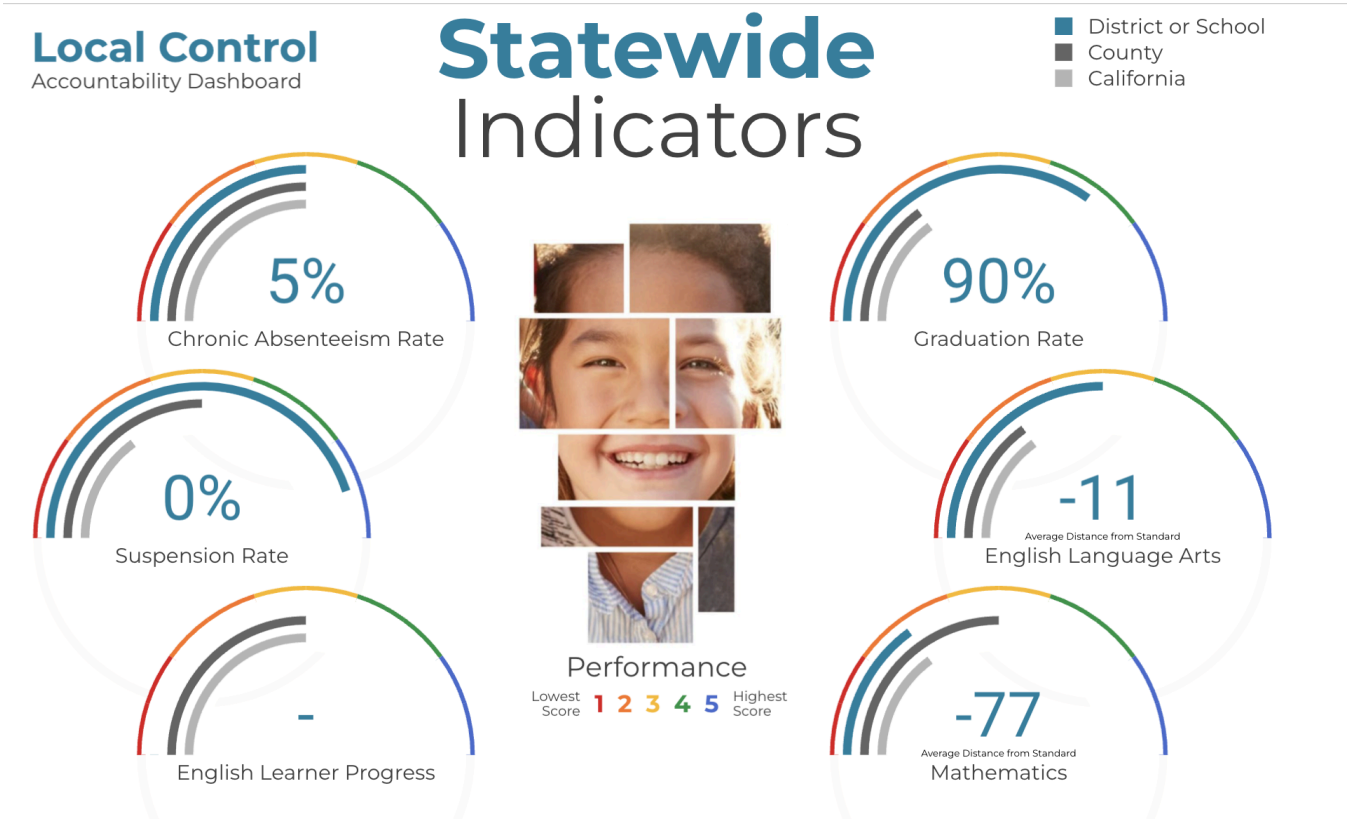





- The NWEA MAP is a criterion-referenced assessment aligned to the Common Core State Standards. The charts show an analysis of overall progress on the assessment. Results with a CGI (Conditional Growth Index) of -0.2 or higher meet the criteria for verified data as showing one year's worth of growth.

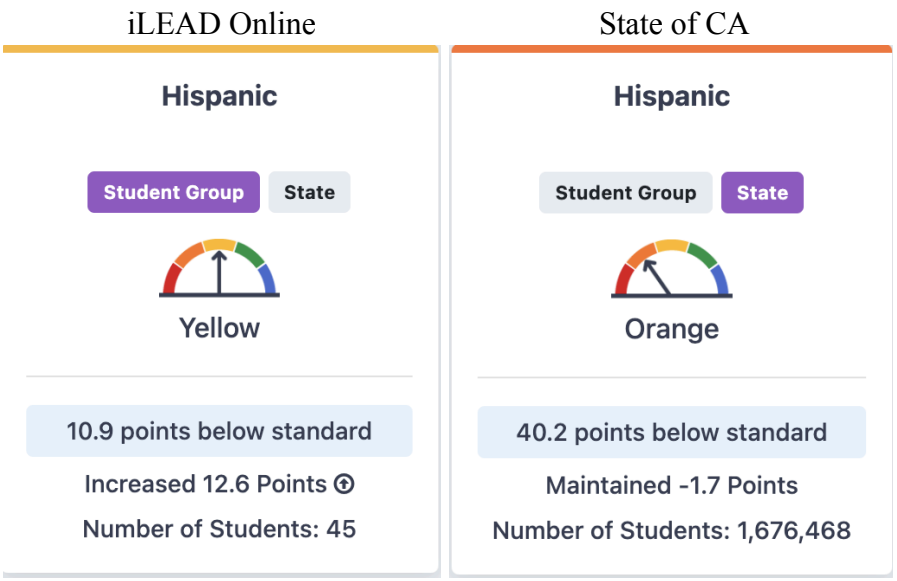
State Accountability Model - 2023 CA School Dashboard

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 Online received a three or above on four out of five of the available statewide indicators (e.g., chronic absenteeism, suspension, graduation rate, and English language arts).

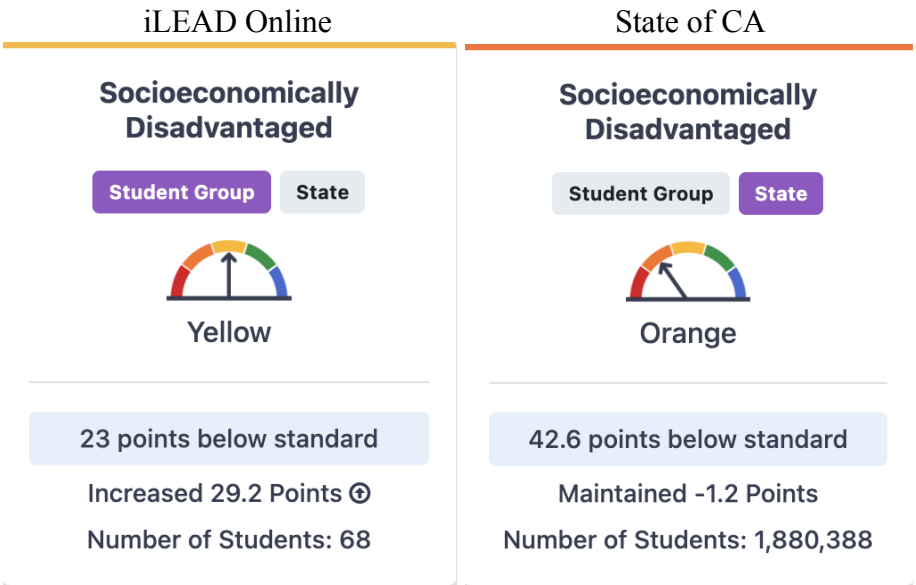


In addition, iLEAD Online particularly had two areas in which they exceeded the state in Distance From Standard with large gains from the previous year. In the area of English Language Arts for both subgroups of Hispanic and Socioeconomically Disadvantaged students. iLEAD Online outperforms the state in color as well as in Distance From Standard.

**English Language Arts: Hispanic Subgroup**




**English Language Arts: Socioeconomically Disadvantaged Subgroup**




As summarized above, iLEAD Online's students have achieved measurable increases in academic achievement, falling in the middle track, and iLEAD Online 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 Online.

## 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 Online, 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 Online Charter School operated as a California nonprofit public benefit corporation for educational and charitable purposes. The charter school will continue to provide a voluntary public educational choice for parents/guardians with learners in grades TK-12 who choose to have their children educated in an alternative learning environment. iLEAD Online will serve pupils for whom the District would otherwise be responsible for providing direct education-related services in the manner described below (Education Code 47605.5).

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

iLEAD Online 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 Online's school-wide outcomes, based on the Common Core State Standards. This charter school's objective is to continue to provide a safe, nonjudgmental, and appropriate educational experience for all its learners.

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

iLEAD Online'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 Online provides an exceptional academic program in grades TK through 12 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 Online, all learners in grades 9-12 have access to a rigorous, standards-based, UC/CSU A-G-aligned course of study that encourages deeper thinking through:

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

This charter petition reflects the content required by the California Education Code. The Charter Schools Act requires a charter to describe fifteen (15) required elements in reasonably comprehensive detail. The language of each of the fifteen required elements under Education Code Section 47605 precedes each element described in this petition.

**Founding Affiliations and Consultants**

The iLEAD Online Board of Directors is committed to providing an innovative online 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 Online team in successfully operating iLEAD Online.

**California Charter Schools Association (CCSA)**
iLEAD Online 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 Online 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)**

~~iLEAD California is a dedicated nonprofit partner that offers comprehensive educational and operational support through a shared resource agreement, approved by each school's Governing Board. Their approach is rooted in the iLEAD methodology, which emphasizes individualized, project-based, and social-emotional learning. This partnership encompasses a wide range of services, including instructional development, training, execution, and assessment support for all students. In addition to instructional support, iLEAD California provides expertise in leadership, governance, human resources, information technology, financial management, and operations. They also ensure compliance and reporting requirements are met and assist with development and outreach efforts. These shared resources allow schools to concentrate on delivering high-quality instruction and addressing the unique needs of every student. iLEAD California is passionate about providing alternative educational models that are personalized and relationship-driven. Their mission is to empower individuals to become lifelong learners, empathetic citizens, authentic individuals, and design thinkers.~~

iLEAD California Charters 1 (iCC1) is the 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 Online 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, outreach, and school operations. iCC1's mission is to empower individuals to become lifelong learners, empathetic citizens, authentic individuals, and design thinkers.

**Young Minney and Corr**
iLEAD Online'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 Online.

## ELEMENT A (1): EDUCATIONAL PHILOSOPHY AND PROGRAM

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

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

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

**Overview**

iLEAD Online is an accredited TK-12 public charter school that offers a flexible, personalized online learning experience. It serves students with a variety of learning styles and needs, providing a rigorous curriculum that can be accessed from anywhere. iLEAD Online emphasizes project-based learning, fostering creativity, critical thinking, and real-world application of knowledge. Learners in the lower grades meet grade-level expectations through online learning, which allows for flexibility and a variety of learning experiences, including completing projects designed in collaboration with their facilitators and families and approved workshops. As learners grow in maturity and experience, they have greater input into their educational program design. With staff support and personalized school counseling, learners at the high school level outline their course of study and path for meeting graduation requirements, including but not limited to online courses that offer a broad course of study, including AP and CTE offerings, A-G coursework, work-based learning, student enterprise opportunities, college credit courses, industry-recognized certifications, and college/career portfolios. Learners realize their potential as lifelong learners, empathetic citizens, authentic individuals, and design thinkers while working toward a high school diploma and demonstrating college and career readiness.

**Mission and Vision**

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

The vision of iLEAD Online 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 Online, 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 Online 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 Online, our learners will engage with a relevant and rigorous curriculum that will prepare them for success personally and professionally. The following are the expected School-Wide Learner Outcomes that our learners develop:

**i-LEAD by being a/an…**

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

- **Empathetic Citizen**

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

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

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

At iLEAD Online, 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 Online 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 Online embraces stepping out of one's comfort zone to embrace joy, fun, choice, and voice, as well as celebrating that differences contribute to our common humanity. iLEAD Online's graduates are well equipped to succeed in postsecondary school and have meaningful careers in the 21st-century workplace. iLEAD Online provides a rigorous, relevant, and attainable education program based on the Common Core State Standards. iLEAD Online will accomplish its mission and vision through the following best practices:

**Educational Approach and School Design**

iLEAD Online adopts a personalized and project-based-learning approach, tailored to meet the individual needs, skills, and interests of each learner. This method allows for flexible scheduling, enabling learners to balance their studies with other commitments. Emphasizing a student-centered environment, iLEAD Online 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. Although the school delivers programming primarily online, iLEAD Online promotes community and collaboration through advisory and morning meetings, regular synchronous instruction, virtual group projects and activities, and regular field studies, building a strong sense of teamwork and belonging.

**School Design/Learning Setting**

iLEAD Online utilizes a learning management system, such as Brightspace, for class instruction. iLEAD Online learners have access to a wide variety of courses and classes emphasize project-based, hands-on learning. Learners have the support of a full team of credentialed instructors, tutors, educational specialists and MTSS guides. iLEAD Online also provides virtual daily live instruction, 1:1 tutoring and small-group instruction. Learners also have opportunities to attend quarterly virtual festivals, in-person field studies, college tours, and to participate in National Honor Society and California Scholarship Federation as well as other interest-based clubs.

**Technology**

As a non-classroom-based school where teaching and learning primarily occur online, technology is used as a tool to revolutionize learning. Technology is implemented to facilitate digital literacy. Our technology plan develops proficiency in the following areas:

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

**Equitable Access**

- At iLEAD Online, 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 Online's one-to-one model of instruction ensures each learner readily has access to a device and connection to the internet.

Technology at iLEAD Online Encompasses:

- Network Infrastructure
- IT Infrastructure
- Safety and Security
- Devices
- Operations Software
- Curriculum, Instruction, Assessment Software and Programs in alignment with iLEAD Methodology and MTSS (Tier I, II, III curriculum and support)
- Assistive Technology for qualified students with disabilities
- Professional Development to enhance facilitator expertise
- Google for Education
- Magic School GenAI for Facilitators and Learners
- Other production software

iLEAD Online uses technology to serve several purposes:

- Deliver online curriculum, instruction, and assessment in both asynchronous and synchronous methods
- Develop learners' basic technology proficiency
- Incorporate exciting, real-world curricula
- Provide scaffolds and differentiation for learning
- Enhance learners' and facilitators' channels for feedback, reflection, and revision
- Connect learners and facilitators with other learners and resources around the globe

- Expand opportunities for facilitator learning and parent/guardian involvement
- Develop real-world industry-relevant technology skills
- Collaborate as a staff
- Execute LCAP actions and measure progress

Technology use 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, as demonstrated in Appendix E. Annually, data from surveys, board meetings, School Site Council 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 Online.

iLEAD Online communicates with parents/guardians about learner progress on an ongoing basis as parents/guardians interact with facilitators, counselors, and administrators informally and by request, and using web-based technology. Additionally, iLEAD Online holds learner-led conferences and issues reports of progress at least two times per year and sends annual reports to educational partners. iLEAD Online emails a weekly newsletter to families and staff. iLEAD Online 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, and staff training to minimize conflicts, such as equity training, effective communication strategies, and harassment prevention.

**School Calendar and Instructional Minutes**

iLEAD Online's school year, complying with the requirements set forth in CA Education Code, is 175 days long. iLEAD Online 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 Online to offer, at a minimum, the following number of minutes of instruction to pupils in the following grades:

- TK/Kindergarten: 36,000 minutes
- 1st-3rd: 50,400 minutes
- 4th-8th: 54,000 minutes
- 9th-12th: 64,800 minutes

Attached in Appendix A, the current school year calendar outlines instructional days for learners. iLEAD Online services two instructional tracks with different calendar start dates to meet the varying

needs of families. This also outlines the learning period dates that outline attendance expectations and requirements for families as set forth in their Master Agreement.

**Independent Study**
iLEAD Online is a non-classroom-based Independent Study School. iLEAD Online adheres to K-12 public school guidelines for independent study which will be evident through an annual audit as per Education Code 47612.5(b) and will follow all regulations and requirements for Independent Study (IS) programs as required by California Education Code. Learners between the ages of 19 and 21 years old will not be directly enrolled into the Independent Study Program; however, a learner may turn 19 years old while already in the Program. In this event, the learner would continue working and following the Independent Study Program just as they had since inception.

iLEAD Online shall not charge any fees for learners to enroll or participate in the Independent Study Program and ensures that Independent Study is an optional educational alternative in which no pupil may be required to participate.

**Description of learners who are eligible to participate in the Program**
The Independent Study (IS) program provides a high-quality program to learners for whom the daily requirements of a traditional school setting are less appropriate or not feasible. For the non-traditional learner, the IS Program provides an opportunity for comprehensive resources, offering core academics tailored for the individual.

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

Independent Study allows for flexible and individualized pacing, as determined by the facilitator. It is believed that academic success results through establishing course benchmarks, monitoring and communicating weekly between learner, facilitator and parent. Learners are expected 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 assigned work by the facilitator. In between class time, learners communicate with teachers and staff via email and through a Learning Management system.

In accordance with EC 51747, a learner's completed assignments are submitted in conjunction with 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 Online Board of Directors monitors and reviews the Independent Study board policy which can be found on their website.

**Attendance and Absences**
Learners are accountable to meet with facilitators to turn in work and complete assessments that demonstrate mastery of standards. For purposes of attendance accounting, iLEAD Online will comply with all Independent Study requirements of the California Department of Education to assign attendance credit. iLEAD Online shall use the time value method of attendance accounting prescribed in EC 51747.5(b). iLEAD Online 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 Online'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, included in Appendix M, mandates a written Independent Study agreement for each student, which specifies expectations, timelines, evaluation methods, and support services, and must be signed by the student, parent/guardian, and supervising teacher. This agreement also outlines the process for monitoring student progress, addressing academic challenges, and defines parameters for student success, including assignment completion timelines, tolerance for missed assignments, and the frequency of live interaction and synchronous instruction based on grade level. To ensure accountability and transparency, the agreement details the process for submitting assignments, reporting progress, setting learning objectives, evaluating student work, providing necessary resources, and specifies the duration of the Independent Study period along with the expected academic outcomes, such as credits earned or other appropriate measures.

**Educational Philosophy**
iLEAD Online'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 Online has implemented a model that brings to life the constructivist philosophy.

**Whom the Charter School Is Attempting to Continue to Educate and Serve**
iLEAD Online serves a diverse population of TK-12 students, with demographics similar to the authorizing district, encompassing a wide spectrum of ethnic, cultural, socioeconomic, and linguistic backgrounds. iLEAD Online reaches learners from all social and economic groups throughout Acton/Agua Dulce and surrounding areas. The program caters to advanced learners, those who struggle academically, students with special needs, English Learners, and individuals with various learning styles. Based on community input and research, iLEAD Online fills a unique need in the community for those seeking alternative learning options. For learners with circumstances that make attending a traditional school difficult, online education provides a viable and accessible alternative. iLEAD Online learners seek to incorporate learning into robust interests and activities that exist outside a brick-and-mortar school: athletics, acting and performing, entrepreneurship, service, work-based learning, flexible learning models, and small-group instruction. Emphasizing learner autonomy and personalized learning paths, iLEAD Online provides a flexible environment where students can explore subjects at their own pace and according to their individual interests. This approach fosters a dynamic and adaptive educational experience, accommodating diverse learning styles and encouraging self-directed growth.

iLEAD Online has demonstrated consistent enrollment growth since opening.

| | 2024-2025 | 2025-2026 | 2026-2027 |
|---|---|---|---|
| Projected Enrollment | 330 | 330 | 330 |

**What It Means to Be an Educated Person in the 21st Century**
In today's global marketplace, being educated means continuously learning and adapting. Learners need flexible thinking and coping skills, moving beyond rote memorization to become creators and problem-solvers. They must think critically, apply knowledge in new contexts, and navigate a politically and economically interconnected world, valuing diversity and effective communication.

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

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

Being educated in the 21st century requires a deep understanding of digital citizenship and leadership. This means navigating the digital landscape with responsibility, respect, and critical thinking. Students learn to protect their 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 Online, the following Learner Outcomes have been defined and aligned with the definition of what it means to be an educated person for the 21st-century global economy:

- **LIFELONG LEARNER:** I am a self-directed learner, focused on personal growth and development.
    - Demonstrate a sense of wonder and curiosity
    - Initiate learning for professional and personal fulfillment
    - Apply academic knowledge and skills successfully
    - Identify strengths and areas of growth
    - Persist through difficulties
    - See risks as opportunities to fail forward

- **EMPATHETIC CITIZEN:** I seek to understand and appreciate what others are thinking, feeling, or experiencing.
    - Embrace diverse cultures, beliefs, and unique perspectives
    - Impact the local and global community responsibly
    - Listen, speak, and act with empathy and respect
    - Seek a diversity of opinions and perspectives
    - Show respect for the ideas, opinions, values, and feelings of others

- **AUTHENTIC INDIVIDUAL:** I am true to myself, my personality, values, beliefs, and principles.
    - Seek opportunities to bring my unique gifts to the world
    - Explore personal dreams and passions
    - Speak opinions honestly in a healthy, respectful way
    - Demonstrate actions that match words, beliefs, and values
    - Nurture my mind, body, and emotional health

- **DESIGN THINKER:** I am a creative, imaginative individual who explores original ideas, takes risks, and develops innovative solutions that I share with others.
    - Use the design process to solve problems and create products
    - Explore multiple possibilities
    - Challenge the status quo
    - Seek to continually improve processes and products
    - Employ an entrepreneurial spirit
    - Use the arts for creative expression

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

**How Learning Best Occurs**

iLEAD Online's unique design reflects beliefs about how learning best occurs. Through a constructivist paradigm, iLEAD Online adheres to the iLEAD Methodology: individualized learning, project-based learning (PBL), and social-emotional learning (SEL). iLEAD Online 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 Online's methodology provides ample opportunity for learners to develop into self-motivated learners through individualized learning components:

- Individualized Learning Plans (ILPs): In the fall, learners and facilitators create ILPs that generate individual academic, social-emotional, and career-connected learning goals. Each learner, along with their family and their facilitator, work together to monitor the ILP and make adjustments as needed. The primary goal of the ILP is to ensure that each child is treated as an individual and, therefore, will be working toward attainable goals appropriate to their individual development.
- Learner-Led Conferences (LLCs): In late winter, learners lead their family and facilitator through a protocol that checks in on progress on the ILP and reflects on progress of the Learner Outcomes. LLCs help ensure that learners are accountable to their families, their facilitators, and the school community as a whole. Learners take ownership of their learning journey thus far and ensure they have a plan for success in the spring to achieve their ILP goals.
- Learning Showcase: In spring, learners develop their skills, through the communication of high expectations, public display of meaningful work, and opportunities to showcase talents in modalities that best suit learners' distinct learning styles in a year-end celebration and reflection. These showcases serve as a summative reflection on achievement of ILP goals.
- Weekly Advisory: The advisory program is a key strategy for developing the whole child, for individualizing the educational program and for creating a supportive school environment. Through 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. Advisory will provide the learners and facilitators a space to connect and discuss their school community, working collaboratively to address any challenges that

individual learners, the classroom, or the school community as a whole is facing. Advisories are used to facilitate every child's participation in the school's decision-making process. The meetings provide time for facilitators to announce upcoming activities and classroom guests.

**Social and Emotional Learning (SEL)**
Social and Emotional Learning (SEL) teaches learners to manage their emotions, resolve conflict, and make responsible and well-thought-out decisions. iLEAD Online'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 Online encompasses:

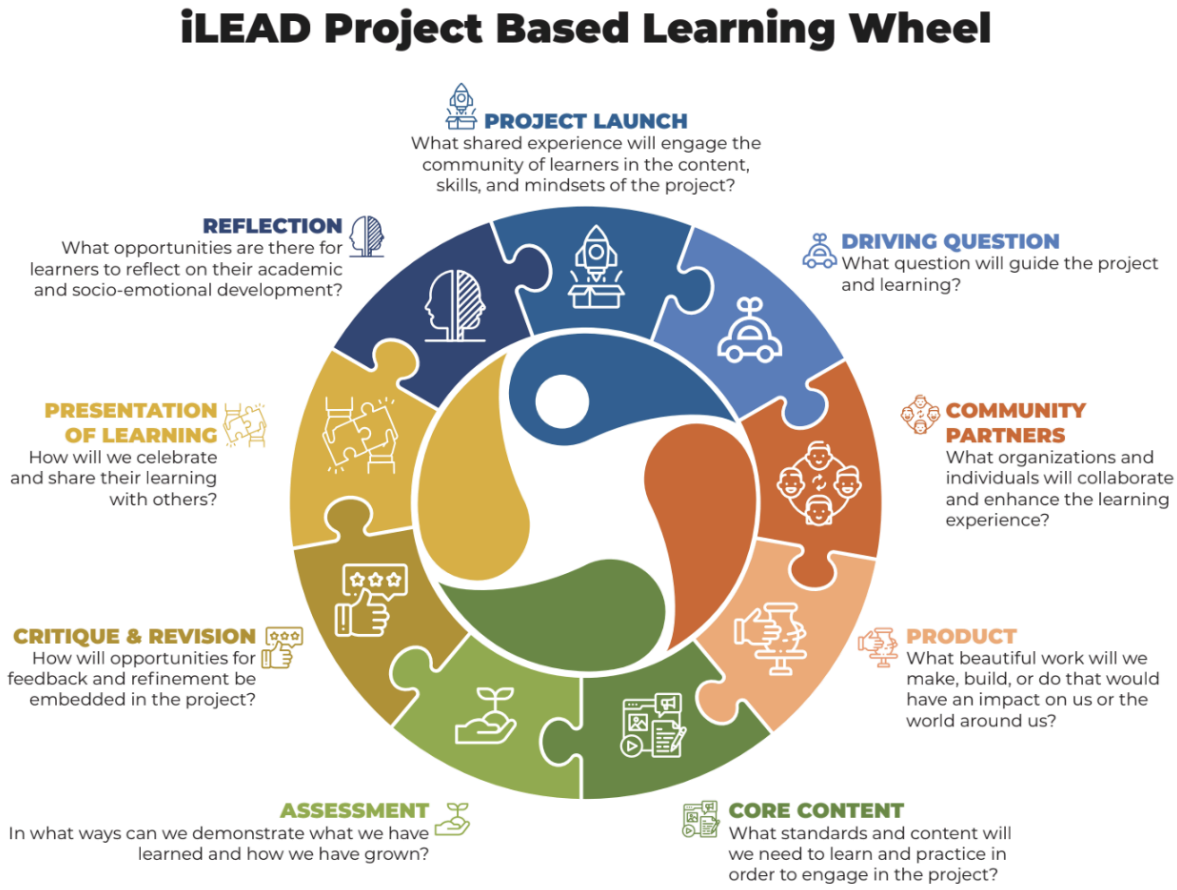
- 7 Habits of Highly Effective People: Stephen Covey's best-selling book *The 7 Habits of Highly Effective People* has been influential in the shaping of iLEAD's approach to lifelong learning. Regular implementation of these habits is encouraged to support positive interactions with oneself and others.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

**Goals for Enabling Pupils to Become and Remain Self-Motivated, Competent Lifelong Learners**
Our methodology differentiates hands-on instruction, where learners come to understand that they can achieve, thereby developing confidence and motivation to learn. iLEAD Online faculty utilizes "backwards design" and focuses on learner achievement data to ensure that learning objectives are met. Our program includes a facilitator who guides students in developing self-directed learning skills. Learners reflect on their own learning, helping them understand how they learn best and developing critical competencies in their learning processes and outcomes. They actively participate in their education, seeing its relevance and application in their daily lives. Beyond mastering specific skills and knowledge, learners develop a lifelong ability to continue learning.

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




**Adapted from High Tech High GSE Professional Learning**

Project-Based Learning at iLEAD encompasses:

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

Project-Based Teaching Practices:

- Design and Plan: Facilitators 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**

The iLEAD Online approach to curriculum is unique in many ways. In this virtual non-classroom-based school, learners are exposed to a curriculum that helps them explore, understand, and apply knowledge and skills.

iLEAD Online offers a diverse range of courses and pathways, empowering learners to achieve their unique educational, personal, and postsecondary school goals. iLEAD Online ensures that all learners are provided with a rigorous, relevant, coherent, and standards-based curriculum that concentrates on engagement through the integration of various instructional methodologies that are best suited to each student and group of learners. iLEAD Online's standards-based, career-connected curriculum was developed using the Common Core State Standards, with curricula, units, and lessons designed in alignment with the iLEAD Methodology. This fosters critical thinking and communication skills and helps learners make connections within and between key concepts embedded in the standards and to the real world. iLEAD Online's facilitators are expected to take on the role of "teacher-as-designer" of curriculum, developing and submitting courses in accordance with the iLEAD Online course design checklist, which ensures all courses include:

- iLEAD Methodology elements
- Learner Outcomes
- State Content Standards
- Standards for Career Ready Practice
- ISTE and National Standards for Quality Online Teaching

iLEAD Online facilitators will also regularly meet in department and grade-level teams where they will share best practices, receive feedback, and collaborate to vertically and horizontally align curriculum across grades and disciplines. Through the "teacher-as-designer" approach, the curriculum is revised and refined throughout the year, is based on performance and assessment data, and incorporates a wide variety of instructional strategies in alignment with MTSS.

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

opportunities ensure that all learners engage in learning in a variety of modalities to optimize learning. Facilitators are trained in a proven model of Common Core State Standards-based instruction, where they collaborate to analyze and prioritize content standards, align assessments, and design instructional activities that meet these standards. Facilitators integrate research-based instructional strategies in a non-classroom-based setting both synchronously and asynchronously that promote active learning and foster a lifelong love of learning.

As part of a multi-tiered system of support, Tier I instruction involves providing all learners with high-quality, differentiated learning experiences as part of core instruction in the classroom and include, but are not limited to, acknowledgement/encouragement of positive behavior, graphic organizers, hands-on activities, small-group instruction, and small-group teaching. Ongoing formative assessment and checks for understanding being conducted by facilitators in class allows them to differentiate their approaches to meet all learner needs, including those of learners achieving below grade level.

Tier II instruction is targeted support for learners who are not meeting grade-level expectations despite receiving high-quality Tier I core instruction. It may involve small-group settings with intervention curriculum and with explicit instruction tailored to learners' specific needs. Progress monitoring is key to determine whether Tier II is effective and whether adjustments or increased support are needed. Staff works with counselors, intervention staff, and as a collaborative team to ensure Tier II intervention through instruction is consistent and effective.

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

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

**iLEAD TK-8 Curriculum**

**Transitional Kindergarten**

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

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

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

Learners engage in hands-on activities for sorting and classifying objects, recognizing and creating patterns, building a foundation for classifying objects, counting within categories, and sorting by count. Learners identify, describe, and construct various shapes, combining them to create designs. They describe objects using shape names, correctly identify shapes regardless of size or orientation, distinguish between two- and three-dimensional shapes, and compose simple shapes into larger forms.

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

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

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

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

Students develop relationships, understand mutual responsibilities, follow rules like sharing and taking turns, and recognize the consequences of their actions. Activities highlighting various adult roles and occupations lay the foundation for understanding different jobs.

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

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

**Kindergarten**

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

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

Learners will explore geometric concepts by identifying, naming, and describing basic two-dimensional shapes like squares, triangles, circles, rectangles, and hexagons, as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They will use these shapes and spatial reasoning to model objects and construct more complex shapes in their environment.

**Science:** Learners 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 their understanding of base-ten notation. Building fluency with addition and subtraction is another critical goal. Learners will practice adding and subtracting two-digit numbers quickly and accurately. They will also enhance their ability to solve addition and subtraction word problems, developing strong computational skills and confidence in their math abilities. Using standard units of measure is another key focus. Learners will gain hands-on experience measuring length, weight, and volume, helping them apply these concepts to real-world situations. They will describe and analyze shapes, exploring the properties and attributes of two-dimensional and three-dimensional shapes. This will improve their spatial reasoning and geometric understanding, enabling them to solve problems involving shapes.

**Science:** Learners study Structure and Properties of Matter, Interdependent Relationships in Ecosystems, Earth's Systems: Processes that Shape the Earth, and Engineering Design. Learners will deepen their scientific understanding by exploring land changes, material properties, plant needs, and the diversity of life. They seek answers to questions like "How does land change, and what causes these changes?" and "What do plants need to grow?"

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

**3rd Grade**

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

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

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

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

**4th Grade**

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

**Math:** Learners will deepen their understanding of place value to grasp multiplication and division, including operations with multi-digit numbers. They will explore fractions by examining equivalency, unit fractions, and operations such as addition, subtraction, and multiplication, and understand simple decimals in relation to fractions. Learners will use whole-number arithmetic to solve word problems, including those with remainders and measurements, and practice quick and accurate calculations with numbers up to 1 million. They will also describe, analyze, and classify two-dimensional shapes, measure and find unknown angles, enhancing their geometric reasoning and spatial understanding.

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

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

**5th Grade**

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

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

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

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

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

**6th Grade**

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

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

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

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

**Social Studies:** Students 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 and Reconstruction, and finally, industrialization.

**Grades 9-12**

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

Read

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

Write

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

Speak and Listen

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

Utilize the English Language

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

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

**Mathematics – Core/College-Preparatory:** As recognized in the content standards, developing strong mathematical thinking and skills that will emphasize conceptual understanding of important mathematical ideas and mathematical reasoning. The math curriculum at iLEAD Online is rooted in California Common Core State Standards for Mathematics. Facilitators will engage in vertical and horizontal articulation to ensure comprehensive, interdisciplinary, and strategic alignment of knowledge and skill building. Math will be implemented in the context of the iLEAD Methodology and MTSS, incorporating inquiry-based, hands-on activities that help learners see the connection between concepts and real-life applications. The curriculum is based on adopted textbooks, online interactive learning, approved reading lists, and teacher-created curricula using a variety of resources to enhance learning. In grades 9-12, learners will take grade- and skill-appropriate A-G-approved course options for mathematics in accordance with each learner's graduation plan. Placement in courses will adhere to the most current board-approved Math Placement Policy. iLEAD Online utilizes a comprehensive mathematics curriculum incorporating the California State Standards and Learning Targets that will include opportunities for learners to:

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

Both the traditional pathway and integrated pathway will be offered along with advanced courses. Both pathways will cover the following conceptual categories:

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

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

science processes. Learners will navigate big ideas and themes connected to real-world problems through project-based learning. Instruction will develop learners' growing understanding of their community and the world and the impact they have through citizenship in community. Social Science curriculum at iLEAD Online is based on California History-Social Science Content Standards. Facilitators will engage in vertical and horizontal articulation in grades 6-12 to ensure comprehensive, interdisciplinary, and strategic alignment of knowledge and skill building. Curriculum will be implemented in the context of the iLEAD Methodology and MTSS, incorporating inquiry-based, hands-on activities that help learners see the connection between concepts and real-life applications. The curriculum is based on adopted textbooks, online interactive learning, approved reading lists, and teacher-created curricula using a variety of resources to enhance learning. In grades 9-12, learners will take grade- and skill-appropriate A-G-approved course options for Social Science in accordance with each learner's graduation plan. iLEAD Online utilizes a comprehensive Social Science curriculum incorporating the California State Standards and Learning Targets that will include opportunities for learners to engage in the following intellectual skills:

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

Courses will be rooted in the following Social Science Themes:

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

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

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

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

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

**Visual and Performing Arts – Non-Core and College Preparatory:** Learners will develop knowledge and understanding of one or more Visual and Performing Arts disciplines. The Arts curriculum, rooted in the California Arts Standards for Public Schools, will focus on creating, performing, presenting, pricing, responding, and connecting as lifelong, universal skills. Curriculum will be implemented in the context of the iLEAD Methodology and MTSS, incorporating inquiry-based, hands-on activities that help learners see the connection between concepts and real-life applications. The curriculum is based on adopted textbooks, online interactive learning, approved reading lists, and teacher-created curricula using a variety of resources to enhance learning. In grades 9-12, learners will take grade- and skill-appropriate A-G approved course options for VAPA in accordance with each learner's graduation plan. Learning Targets will include opportunities for learners to engage in the following concepts and skills:

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

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

**Advisory Program – Non-Core/Non-College-Preparatory:** iLEAD Online's Advisory program is a unique and pivotal component of learner success. This course includes daily activities and mandatory weekly synchronous sessions. It provides whole-child development through essential support systems in a variety of areas, including:

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

While iLEAD Online's advisory program is individualized for each learner, learners work through software and curriculum that provides opportunities to demonstrate understanding and growth in each unit offered.

**Career and Technical Education (CTE) Pathways**

The Career Technical Education (CTE) program provides opportunities for learners to explore career pathways in middle and high school. A career pathway is a sequence of courses within a specific

industry field. It connects a learner's interest with future career goals. CTE courses are the perfect place to develop interest, skills, and experience in a career-related industry that can be carried forward into career pathways beyond high school. iLEAD Online CTE curriculum meets California's CTE Model Curriculum Standards and provides a curriculum emphasizing career-ready practices to provide learners of all ages with the academic and technical skills, knowledge, and training necessary to succeed in future careers and to become lifelong learners. CTE Pathways follow the rigorous standards of the Career Technical Education Incentive Grant Rubric (CTEIG Rubric), including 300 hours of didactic and experiential learning, career exploration opportunities, work-based learning opportunities, industry-recognized certifications, community partnership, advisory committee support, and collaboration with the local community colleges. iLEAD Online Pathway offerings are determined by learner and family interest, credentialed staffing availability, workforce need, and community input and change accordingly.

**Technology Instruction**

iLEAD Online 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 shape learners into:

- 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 Online 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 which will be used throughout the day in various settings.

**College and Career Readiness**

In alignment with iLEAD's individualized learning methodology, all 8th-12th grade learners receive personalized college-career exploration, planning, and guidance. This includes individualized graduation plans, college/career exploration through aptitude testing, college/career curriculum in advisory, college application support, etc. Frequent webinars are offered for learners and families to support FAFSA, scholarships, college applications, financial literacy and preparation, and postsecondary opportunities. Senior portfolios help support and showcase a whole-child approach to postsecondary readiness. All learners are required to submit the FAFSA or California Dream Act before entering 12th grade.

**WASC Accreditation**

iLEAD Online is accredited and in good standing with the Western Association of Schools and Colleges (WASC) since 2017. There have been no instances of probationary status or removal of status, with the most recent self-study receiving a six-year accreditation with no mid-cycle visit, the highest level of confidence and accolade awarded by WASC. iLEAD Online will continue to complete requirements to remain WASC accredited.

**UC A-G**

iLEAD Online submits all eligible courses for UC approval and maintains its course list annually. iLEAD Online's curriculum meets the standards of the University of California and the California State University's A-G course requirements for college entrance eligibility into the UC or CSU systems. A robust course list exists to give learners several paths to success in meeting rigorous A-G admissions requirements. Parents/guardians of high school learners seeking higher education admission will be notified in writing should any issues or problems arise regarding the eligibility of iLEAD Online's courses to meet college entrance requirements. Thus, all high school courses are transferable to other local high schools.

**Graduation Requirements**

iLEAD Online's graduation requirements exceed state minimum requirements and are designed to meet the UC/CSU A-G requirements, as shown in Appendix B. Each learner completes a graduation plan their freshman year (or sooner) aligned with their individual goals, needs, and postsecondary plans, including meeting college-career readiness indicators as measured by the CA School Dashboard. Graduation plans are evaluated annually or as needed and support learners' focus and success. The robust course catalog provides a broad course of study and multiple ways for learners to meet rigorous graduation requirements in alignment with their Individualized Learning Plans and interests.

**Credit Recovery Opportunities**

A comprehensive MTSS system works to proactively prevent learners from needing credit recovery through one-to-one and small-group tutoring, intervention curriculum, frequent check-ins, and executive functioning support. However, iLEAD Online makes credit recovery options available for learners in order to ensure that all learners graduate on time with the opportunity to meet A-G and graduation requirements. Each learner will have a graduation plan that is continuously reviewed and revised. If a learner is not making adequate progress, the staff will meet with the learner and discuss alternative options for credit recovery and academic intervention.

**College Credit Courses**

Concurrent and dual enrollment programs lead to a range of positive outcomes, including increasing the academic rigor of the high school curriculum, helping low-achieving learners meet high academic

standards, providing more academic opportunities and electives in small schools, preventing high school dropout and increasing student aspirations, helping students acclimate to college life, and reducing the cost of college to students. iLEAD Online works actively with local community colleges and higher education institutions to provide appropriate concurrent and dual enrollment opportunities. An emphasis on CTE and general education requirements will be placed on college credit courses. College credit courses can be applied toward graduation and/or meeting A-G requirements as appropriate. All college credit courses will be approved by school staff before being added to learner transcripts.

**Ensuring Transfer Learners Can Meet Graduation and College Entrance Requirements**

Upon enrollment, staff works with individual learners to create a graduation plan to meet the requirements for graduation. Through advisory and college counseling, learners receive curriculum and guidance that connects their aptitudes to their interests, potential careers, and multiple postsecondary training and education options that support the creation of their graduation plan. This plan is monitored and updated during the school year. Staff helps ensure that each learner is enrolled in appropriate courses, and that each learner has the support he or she needs to successfully complete graduation requirements. Our college-going culture encourages all learners to demonstrate college/career readiness in a variety of ways, including meeting A-G requirements, completing a CTE pathway, receiving a State Seal of Biliteracy, taking at least two college-credit courses, and completing work-based learning/internship opportunities, including student enterprise activities. All eligable iLEAD Online courses are UC a-g approved. Learners transferring out of iLEAD Online to other intistitutions may work with the high school counselor to determine transferability of courses to other public high schools.

**Teacher Quality and Professional Development**

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

iLEAD Online 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 Online. The school will also announce openings on education listservs and websites, and, if needed, will contact teacher education programs, place announcements in education publications, and so on.

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

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

**Facilitator Professional Development and Collaboration for Ongoing Improvement**

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

iLEAD Online's mission and vision involve sophisticated educational practices that take time to develop, as individual facilitators develop the needed skills and as the school incrementally develops the capacity to implement the vision fully. Professional development opportunities develop facilitator understanding of the theory and practice of the iLEAD design elements, instructional and assessment approaches, and covers such topics as standards-based curriculum development and project planning; instructional methodology, such as project-based learning and inquiry-based teaching; social/emotional learning; and individualized learning.

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

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

The iLEAD Online Sample of Professional Development is attached in Appendix C. This proposed calendar supports the needs of the academic plan as it provides facilitators with the training and collaboration time required to ensure effective implementation of a program focused on project-based learning and social-emotional learning. The calendar allows for sufficient time to allow this process to take place.

iLEAD Online continues to cultivate a professional culture at the school that implements the same principles and core values as other schools implementing the iLEAD educational model. This culture is collaborative in nature, encourages ongoing professional dialogue, and is a positive, fun environment. The iLEAD Online 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 that are arrived at in these contexts are implemented by each responsible member and supported by the School Director. iLEAD Online's program utilizes practices outlined by Kim Farris-Berg's work on Teacher-Powered Schools, which encourages teachers to make decisions that influence the success of a school, project, or professional.

Facilitators take an active role in shared school leadership. Each facilitator is a member of a school team, ensuring that the culture of collaboration not only exists among learners but also with staff. As a result of this positive professional culture, facilitators are motivated to remain with iLEAD Online, 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 Online believes that the facilitators, parents/guardians and learner must collaborate to design the optimal Individualized Learning Plan. The structure of iLEAD Online's flexible learning environment will be set up to help academically low-achieving learners succeed through the use of active learning methods that engage learners with different needs, small class size, supportive school structure, accessibility to facilitators for extra help when needed, and regularly scheduled times for the facilitator and family to meet and address individual learner needs. Credit recovery opportunities are offered to learners needing additional coursework and support to achieve graduation and college and career readiness. In addition, the learning experiences are monitored and adjusted, and learners are given the time and resources necessary to achieve the essential academic standards for each grade level. Additionally, facilitators participate in professional development on differentiation to address the learners' multiple learning styles and special needs, including those of low achievers, and use a curriculum planning process such as Wiggins and McTighe's Teaching for Understanding approach, which forms the Backwards Design process, to reach all the children in their classes. iLEAD Online will identify learners who are performing below grade level through the results of the MAP and CAASPP Assessments and classroom assessments. iLEAD Online will make facilitators aware that raising the academic achievement of these learners is both a moral imperative and a factor in the success of the school.

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

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

if necessary to address the learner's specific needs.

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

**Multi-Tiered System of Supports (MTSS)**

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

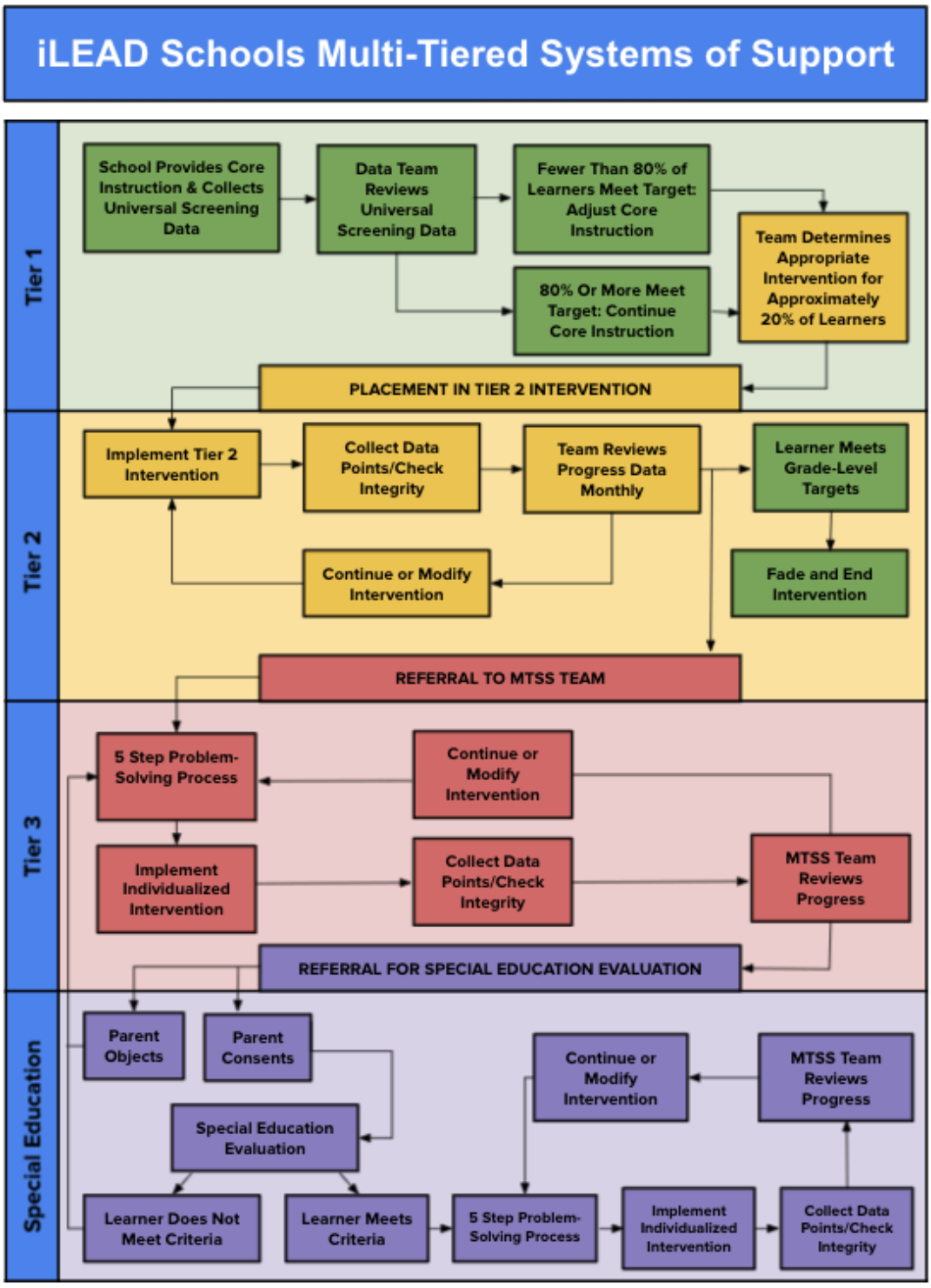
The cornerstone of the iLEAD Online MTSS model is the belief that all children and youth can learn. The model is a tiered approach to instruction and intervention that includes core, strategic/targeted, and intensive instruction to support the academic as well as the social, emotional, and behavioral 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 Online, our MTSS program is intended to address the needs of all learners, including English Learners (EL), students with disabilities (SWD), as well as vulnerable populations, such as learners who are in foster care, experiencing homelessness, or socioeconomically disadvantaged. Strategic collaboration and coordination among the team (general and specialized) is an essential component of a Multi-Tiered System of Supports (MTSS). The MTSS framework aligns the entire school-wide initiatives, supports, and resources and implements continuous improvement processes at all levels of the system (school-wide, classroom, and individual learners).

This multi-tiered system is not a standalone initiative or program. Rather, it is an organizational framework for providing high-quality curriculum and instruction to all learners and intervention support for at-risk learners. Thoughtful configuration and operation of this system will enable iLEAD Online to

maximize learner achievement and wellness. The MTSS framework includes multiple levels of intervention at varying degrees of intensity, as illustrated below.

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



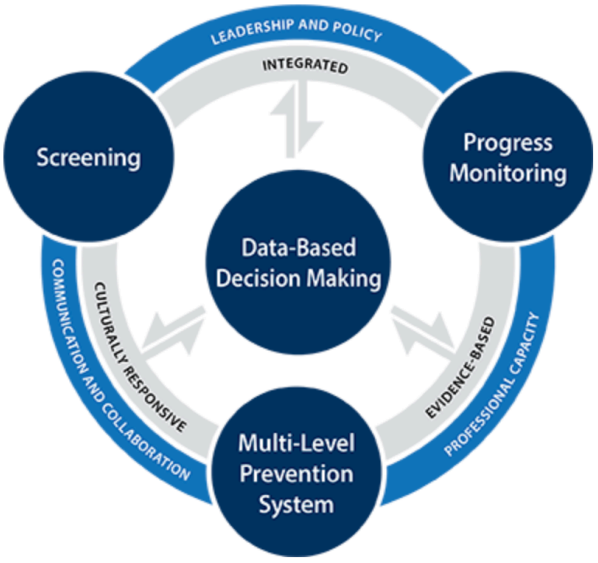

iLEAD Online will be able to identify low-achieving students and those who may need additional support through frequent benchmark assessment and review of individual student data. Learners who are achieving below grade level are recognized through multiple measures, such as NWEA MAPs, in-class assessments,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

workshops also will be offered to help parents/guardians learn strategies to support their children's learning at home.

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

**Universal Screening:**
iLEAD Online 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 Online will respond to specific questions that lead to solutions to improve learner outcomes. The steps of the problem-solving model are as follows:

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

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

**Tier 1: Universal supports for ALL**

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

***MTSS Team and Tier 1:***

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

➔ The MTSS Team will monitor and evaluate learners' response to effective Tier 1 supports throughout the year

➔ When assessment measures indicate that a learner needs more instruction and intervention to access the core curriculum, then Tier 2 supports are provided

**Tier 2: Targeted and Intensive Levels of Support for Some**

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

***MTSS Team and Tier 2:***

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

➔ The MTSS Team will monitor and evaluate learners' response to effective Tier 2 instruction throughout the year

➔ When assessment measures indicate that a learner needs more instruction and intervention to access the core curriculum, then Tier 3 supports are provided

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

- Require daily interventions in addition to Tier 1 and Tier 2 supports (push-in and pull-out support with MTSS specialists and counselors, more time with Care Team (instructional assistants) to help learners develop study skills and appropriate behaviors, digital learning paths or other 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

***MTSS Team and Tier 3***

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

**MTSS Team**

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

**Core Team Members**

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

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

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

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

The MTSS Designee will prepare all materials for the MTSS meeting: sign-in sheet, meeting agenda, meeting minutes, referring documents, and evidence. The MTSS Designee is the lead facilitator of the meeting and will ensure all members participate. The MTSS Designee also prepares documentation of the plan the MTSS Team has devised and schedules the follow-up meeting (4-6 weeks after the initial meeting). All meeting participants that were assigned roles will gather evidence and provide feedback around the interventions and supports listed in the MTSS meeting.

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

- If there is progress: The MTSS Team will celebrate success with parents/guardians (and the learner, if present) and determine which interventions/support will be continued and the need for any additional follow-up, or whether the MTSS process can be concluded.
- If there is a lack of progress or need for additional follow-up: The MTSS Team will prepare a plan to continue and/or revise interventions and, as needed, seek expertise from additional school site personnel, including the School Psychologist, Instructional Leadership Team, Student Support, etc.
- The MTSS Designee will update learner records with MTSS documentation and schedule another 4-6-week follow-up meeting, if additional action steps are taking place.

**Plan for Learners Who Are Academically High Achieving**

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

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

**Plan for English Language Learners**

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

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

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

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

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

**Identification of English Learners**

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

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

The school director or designee will assess English language proficiency of all currently enrolled English Learners in accordance with California Education Code guidelines. Learners with disabilities will be permitted to take the assessment with the accommodations listed in the Education Code if they are specified in the learner's IEP or Section 504 plan. An alternate assessment for English language proficiency is administered to learners who are unable to participate in the ELPAC, according to the guidelines set forth in the learner's IEP. The school will notify parents/guardians of the school's responsibility to conduct ELPAC testing and will inform parents/guardians of ELPAC assessment results within 30 calendar days of enrollment.

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

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

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

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

**Educational Program for English Language Acquisition**

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

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

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

vocabulary to facilitate comprehension.

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

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

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

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

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

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

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

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

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

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

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

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

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

iLEAD Online will ensure that facilitators are qualified and supported to meet the needs of English Learners. Minimum qualifications for facilitators will include graduation from an accredited four-year university, possession of/being in the process of receiving a California teaching credential, as well as undergoing an interview process, which may include a teaching demonstration. Additionally, iLEAD

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

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

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

**Process for Annual Evaluation of the School's English Learner Program**
Each year, school leadership will take steps to ensure iLEAD Online's program is effective for the English Learner population. As part of this, leadership will partake in an annual analysis of the ELD program and go through the following items to evaluate, refine, and adjust instructional practices for the coming school year:

| Goal | Evaluation Questions |
|---|---|
| **1. Implementation**<br>ELL programs are fully implemented as described in this plan. | 1.1 Are EL programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law?<br>1.2 To what extent is the Master Plan for English Language Learners useful to facilitators, administrators, and parents/guardians as a tool to meet the needs of ELs?<br>1.3 Are ELs gaining access to academically rigorous core classes? |

| | |
|---|---|
| **2. English Proficiency**<br>ELLs will make steady progress in developing academic English, and attain academic English language proficiency as efficiently and effectively as possible. | 2.1 What percentage of ELs meet the state's Title III Annual Measurable Achievement Objective 1 with regard to progress in learning English?<br>2.2 What percentage of ELs meet the state's Title III Annual Measurable Achievement Objective 2 with regard to attaining English Language proficiency?<br>2.3 Are there overall proficiency gains on all subtests on the ELPAC for learners 1-3 years in U.S. schools? Are there overall proficiency gains on all learners on the ELPAC for learners 4-5 years in U.S. schools? Are there overall proficiency gains on all subtests on the ELPAC for learners more than 5 years in U.S. schools? What are the overall gains in the cohort groups? |
| **3. Academic Progress**<br>a. ELLs will make steady progress in core academic subjects.<br>b. ELLs in our district 5 years or longer will meet grade-level standards in core academic subjects. | 3.1 Are increasing percentages of ELs making steady academic progress on SBAC-ELA?<br>3.2 Are increasing percentages of ELs making steady academic progress on SBAC-Math?<br>3.3 Are ELs not making steady academic progress being identified and appropriately served?<br>3.4 Are increasing percentages of ELs in U.S. schools 5 years or longer meeting all criteria required for Reclassification?<br>3.5 Are ELs (and RFEPs) making expected progress toward graduation? |
| **4. Decrease Risk of Failure**<br>Rates for ELLs and RFEPs in categories indicating risk for school failure are no greater than | 4.1 Are ELLs (and RFEPs) not overrepresented in the following categories:<br>• Suspensions, expulsions, other discipline<br>• Dropouts<br>4.2 Is there an annual decrease in the percentage of ELs and RFEPs for each of the risk factors defined in 4.1? |

those for EOs.

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

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

ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels

| ELPAC | ELD Standards |
|---|---|
| Level 1 | Emerging |
| Level 2 | Expanding - low |
| | Expanding - mid |
| Level 3 | Expanding - upper |
| | Bridge - low |
| Level 4 | Bridge - upper |

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

A. **Emerging:** Learners at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
B. **Expanding:** Learners at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language

skills in more sophisticated ways that are appropriate to their age and grade level.

C. **Bridging:** Learners at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

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

- ELPAC score: Overall Performance Level 4

  **and**

- Content Competency through one of the following:

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

  CAASPP English scores of Meet or Exceeds Standards

  Grades: A or B in ELA

  **and**

- Facilitator recommendation

- Parent/guardian approval

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

**Process for Monitoring Progress of English Learners and Reclassified (RFEP) Learners**

In order to meet the individual needs of each English Learner, the EL Coordinator, classroom facilitator, and School Director carefully monitor learner performance on assignments, benchmark and common assessments and standardized testing. Reclassified learners continue to be monitored for four years after exiting the EL program. ELs scoring at the lowest levels of the ELPAC will be provided supplemental

instruction, focusing the areas of performance in the four domains of English, listening, speaking, reading, and writing. The goal is to accelerate all areas of their English language acquisition.

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

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

English Learners will continue to be reevaluated annually by the Language Assessment Team (LAT) using the ELPAC summative assessment, MAP assessment results, Reports of Progress, and a portfolio of learner work samples until they have demonstrated that they have continued to adequately master academic content and English language over time. The LAT continues to monitor learners who are re-designated as RFEP for a period of four years.

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

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

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

Facilitators and staff receive training on recognizing symptoms and behaviors indicative of a child's need for additional support, including issues relating to hunger, extreme poverty, and individual families'

challenges to meet their child's needs. The Student Success Team will be responsible for identifying learners and families who might need additional resources or supports, including referrals to community service organizations.

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

## Plan for Serving Learners with Disabilities

### Overview

iLEAD Online understands that the school has the obligation to serve learners with exceptional needs and that the school, pursuant to applicable state and federal law, must ensure that all of its learners have access to a free and appropriate public education (FAPE). iLEAD Online shall comply with all applicable state and federal laws in serving learners with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA"), the Individuals with Disabilities in Education Improvement Act ("IDEA"), and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights ("OCR"). Furthermore, iLEAD Online 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 Online, with the necessary materials, services, and equipment to support their learning. The school will ensure that any learner with a disability attending iLEAD Online is properly identified, assessed, and provided with necessary services and supports. iLEAD Online shall be solely responsible for its compliance with Section 504 and the IDEA.

iLEAD Online will be a member of the El Dorado Charter SELPA, in conformity with Education Code Section 47641(a). Attached in Appendix H is a letter of good standing from the El Dorado SELPA.

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

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

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

All instructional staff, as well as other appropriate staff members will attend professional development

and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by iLEAD Online or the El Dorado Charter SELPA.

All learners with disabilities will be integrated into the programs of iLEAD Online 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 Online will meet all the requirements within a learner's Individualized Education Program ("IEP"). iLEAD Online will include all special needs learners with non-disabled peers to the maximum extent appropriate according to their IEPs.

Reporting related to special education enrollment, eligibility, and student status changes are done via California Longitudinal Pupil Achievement Data System (CALPADS)**.** By using CALPADS, we can ensure that both the district of residence and the authorizing LEA are kept up to date on a student's special education status without needing to manually notify each party outside the system.

**Inclusion Model**

It is the intent of iLEAD Online 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 Online's intention to provide special education services within an inclusion model for learners with exceptional needs for whom iLEAD Online'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 Online believes that learners with special needs benefit educationally, socially, and emotionally from the opportunity to receive services in this inclusion model. iLEAD Online's Education Specialists will work in a collaborative model with all facilitators, paraprofessionals, and specialized services (OT, APE, Speech, etc.) to ensure that appropriate accommodations are in place and that the learning environment and curriculum are modified consistent with each learner's IEP. iLEAD Online 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 Online will plan to participate in a comprehensive "Child Find" system to identify learners who have or may have exceptional needs. iLEAD Online 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 Online, in collaboration with the El Dorado Charter SELPA pursuant to its policies, will ensure that all aspects of the IEP and implementation are maintained. Every learner who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services. The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20, of the United States Code. iLEAD Online will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible learners in accordance with applicable law. iLEAD Online shall obtain parent/guardian consent to assess the learner.

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

After a learner is referred for assessment of a learning disability, iLEAD Online 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 Online will obtain informed consent from the parent/guardian before conducting the assessment. Once consent is given by the parent/guardian, all mutually agreed assessment(s) will be completed within the legal 60-day timeline.

The case manager will be responsible for gathering all pertinent information and sharing such information with all others involved in the assessment. Information gathered will be used as tools to determine the learner's disability, eligibility for services, and the nature and extent of required services. If needed or requested, an interpreter will be provided for the parent or guardian during the assessment. A facilitator or iLEAD Online 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 Online, in collaboration with any hired service providers, and will generally be performed by a qualified school psychologist, education specialist, and a nurse if applicable. Those assessments could include but are not limited to:

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

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

will govern, and iLEAD Online 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 Online will hold a meeting to review the results of the assessment and determine whether the learner qualifies for special education. This meeting is the initial IEP meeting described in detail below, and iLEAD Online will give the learner's parent/guardian the opportunity to participate. iLEAD Online 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 Online with an existing IEP, an IEP meeting will be convened within 30 days to review the existing IEP, discuss the learner's present levels of performance and needs, and offer appropriate placement and services within our full-inclusion program. Prior to such meeting and pending agreement on a new IEP, if needed, iLEAD Online 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 Online will consist of the following individuals:

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

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

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

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

IEP meetings will be held according to the following schedule:

- Yearly to review the learner's progress and make any necessary changes
- Every three years to review the results of a mandatory comprehensive reevaluation of the learner's progress
- After the learner has received a formal assessment or reassessment
- When a parent, guardian, or facilitator feels that the learner has demonstrated significant educational growth or a lack of anticipated progress
- When an Individual Transition Plan is ("ITP") required at the appropriate age
- When a special education learner has been suspended, especially if they demonstrate a pattern of misbehavior, to determine if changes to the IEP are required to address the misbehavior
- Prior to the expulsion of a learner with an IEP, to determine if the learner's misconduct was a manifestation of his/her disability
- If the parent/guardian, an iLEAD Online 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 Online who have IEPs will continue to attend the school, unless the IEP recommends otherwise.

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

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

iLEAD Online may contract support such as iLEAD California Student Support Team and may also contract with outside special education service providers depending on operational needs or specific requirements of the learners' IEPs. Some of the potential contracted services may include but are not limited to nurses, speech language pathologists, school psychologists, Adaptive Physical Education Facilitator (APE), autism behavioral or occupational therapists, visually impaired and orientation mobility providers, deaf and hearing impaired providers, and counselors. iLEAD Online 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 Online will retain the option, based on operational evaluation and program needs, to employ a

high-quality Special Education service provider, such as iLEAD California SPED Services, who can coordinate and facilitate some or all of the special-education-related services and instruction for learners. These types of special education service providers could provide iLEAD Online with the following staff:

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

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

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

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

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

**Non-Public Placements/Non-Public Agencies**
iLEAD Online 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 Online and no learner shall be denied admission nor counseled out of iLEAD Online 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 Online 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 Online 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 Online 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 Online 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 Online. Any learner who has an objectively identified disability that substantially limits a major life activity including but not limited to learning is eligible for accommodation by the school.

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

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel

- Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient
- Tests are selected and administered to ensure that when a test is administered to a learner with impaired sensory, manual, or speaking skills, the test results accurately reflect the learner's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the learner's impaired sensory, manual, or speaking skills

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

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

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

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

**Annual Goals and Actions to Achieve State Priorities**

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

## ELEMENT B (2): MEASURABLE PUPIL OUTCOMES AND ASSESSMENTS

*Governing Law: The measurable pupil outcomes identified for use by the Charter School. "Pupil outcomes," for purpose of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all pupil subgroups served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. [California Education Code Section 47605(c)(5)(B)]*

**Measurable Pupil Outcomes: Alignment with the Eight State Priorities**

iLEAD Online, in accordance with Education Code section 47605(c)(5)(B), has established goals, actions, and measurable outcomes that are aligned with the state priorities as described in Education Code section 52060(d). These outcomes address increases in pupil academic achievement both school wide and for all pupil subgroups served by iLEAD Online, as that term is defined in Education Code section 52052(a). An additional LCAP Overview is attached in Appendix D.

| **State Priority #1: Basic Services** | | |
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| *(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.<br><br>**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 Total Teacher Misassignments will be 0. | SARC Misassignments of Teachers of English Learners Total Teacher Misassignments |

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| and support for all learners.<br><br>1.3 Fund High-Quality Staff Who Bridge Learning Gaps: Leadership and HR will recruit and retain qualified staff to provide support to English Learners, homeless/foster youth, and socioeconomically disadvantaged youth to ensure adequate support to meet academic and SEL goals. | | |
| 2.1 Ensure Access to Standards-Aligned, Tier I Instructional Materials: Leadership and certificated staff will ensure that all learners have access to and are engaged with standards-aligned, Tier I instructional materials, including technology, paper, and/or digital curriculum as appropriate, and other instructional materials as needed to support academic achievement.<br><br>2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials: Leadership, certificated staff, and support staff will ensure that all learners have access to standards-aligned instructional materials, including technology, paper and/or digital curriculum as appropriate, and other instructional materials as needed that remove barriers to learning and support academic achievement. | Director will mark 4 or 5 (full implementation or sustainability) on priority Priority 2B.<br><br>Educational Partner Surveys will indicate satisfaction with curriculum and instructional materials.<br><br>Course Offerings will reflect a broad and diverse opportunities to satisfy LEA's graduation requirements. | Local Indicator Survey Priority 2B: Rate the LEA's progress in making instructional materials that are aligned with the recently adopted academic standards and/or curriculum framework identified below available in all classrooms where the subject is taught. Based on learners' access to an evidence-based curriculum and materials as identified by the school for each discipline offered.<br><br>Parent and Learner Survey Data<br><br>Enrollment in a Broad Course of Study |

| State Priority #2: Implementation of Common Core State Standards | | |
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| *Implementation of academic content and performance standards for all students, including English Learners having access to the state standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.* | | |
| **GOAL 2:** Build Lifelong Learners and Design Thinkers by providing all learners with a rigorous, creative, and broad program to maximize academic achievement as outlined in the school's charter | | |
| **Actions** | **Measurable Outcomes** | **Methods of Measure** |
| 2.3 Deliver Effective ELD Programming: The EL Coordinator and school staff will apply professional learning, data, and resources to provide English Learners with support for academic achievement through designated and integrated ELD instruction, monitoring and data protocol, ongoing professional development and support, engagement of families of English Learners through ELAC, and other evidence-based strategies. | CA School Dashboard: English Learner progress will be at or above state levels.<br><br>Internal: English Learner reclassification rate will maintain above 15%. | CA School Dashboard: ELs making progress toward proficiency<br><br>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 six points in three years.<br><br>CAST Score Whole School will increase three percent in three years.<br><br>MAP ELA and Math CGI will maintain at or above -0.2.<br><br>60% of learners will meet their self-identified academic readiness goal. | CA School Dashboard: CAASPP Scores ELA & Math<br><br>CAST Scores<br><br>NWEA CGI MAP Results<br><br>Learner Individualized Learning Plan<br><br>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.<br><br>Staff Surveys on PD will indicate satisfaction with PD offerings.<br><br>CA School Dashboard Local Indicator Survey: Priority 2C | Board-Approved Staff Calendar<br><br>Annual Staff Panorama Survey Data<br><br>Annual CA School Dashboard Local Indicator Survey |

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| Teaching Profession to increase the effectiveness of instruction to all learners. | | |

| State Priority #3: Parental Involvement | | |
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| *Includes family engagement in decision-making, promotion of family participation in the education process for all learners, including students with disabilities.* | | |
| **Goal 1:** Awaken the leader in everyone through Project-Based Learning, Social-Emotional Learning, and Individualized Learning. Cultivate a thriving school community by providing a safe environment, generating active engagement between the school and its educational partners, and ensuring all learners are ready for postsecondary endeavors. | | |
| **Actions** | **Measurable Outcomes** | **Methods of Measure** |
| 1.4 Inclusively Collaborate with Educational Partners: Outreach, leadership, and staff will offer multiple ways for educational partners to engage in and contribute to the school community. Through family groups, volunteer opportunities, family education initiatives, and outreach strategies, the school will ensure that all educational partners are valued and have the opportunity to contribute to the school's vision and mission. The school will also conduct an annual survey for input on the school and its programs as well as collect data from board meetings, School Site Council meetings, iSUPPORT meetings, and ELAC meetings to ensure that educational partners' voices are included in ongoing continuous improvement efforts. | Director will mark 4s and 5s annually on Priority 3 Rubric Local Indicator Self-Reflection Tool.<br><br>Director will indicate at minimum 15 family/community engagement opportunities annually.<br><br>Annual Panorama 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<br><br>Annual Director LCAP Survey Data on number of family/community engagement opportunities<br><br>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.<br><br>Director will indicate at minimum 3 family/community engagement opportunities specific to unduplicated pupils annually.<br><br>Annual Panorama Family Surveys | CA Dashboard Local Indicators: Priority 3 Rubric Local Indicator Self-Reflection Tool<br><br>Annual Director LCAP Survey Data on number of family/community engagement opportunities<br><br>Annual Educational Partner Survey: Family Engagement, Perception, |

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| 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. | will indicate satisfaction with opportunities to engage in and contribute to the school community. | and Strategic Input |

| State Priority #4: Student Achievement | | |
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| *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.<br><br>**GOAL 2:** Build Lifelong Learners and Design Thinkers by providing all learners with a rigorous, creative, and broad program to maximize academic achievement as outlined in the school's charter. | | |
| **Actions** | **Measurable Outcomes** | **Methods of Measure** |
| 1.6 Promote College and Career Readiness through Individualized Learning: Counselors, leadership, and support staff will ensure high school graduates are college-and-career-ready based on the Dashboard CCI indicator by offering advanced and A-G classes, college credit courses, state seal of biliteracy, and CTE pathways to ensure graduates are prepared for college and career as indicated on the CA School Dashboard and learners' Individualized Learning Plans. | College and Career Indicator will increase % graduating prepared by five percent in three years.<br><br>25% or more of graduates will complete A-G requirements.<br><br>9% or more of graduates will complete both A-G requirements and a CTE pathway.<br><br>1% or more of graduates will successfully pass 2 or more AP exams.<br><br>65% of graduates will meet their | CA School Dashboard State Indicator: College and Career Indicator % graduating prepared and % approaching prepared.<br><br>Percentage of graduates who complete A-G requirements<br><br>Percentage of graduates who complete both A-G requirements and CTE pathways<br><br>Percentage of learners who earn a 3 on an AP exam or 4 on an IB exam<br><br>Percentage of learners who |

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| Learners will receive personalized counseling and support for college readiness throughout their school career and engage in personalized learning opportunities that allow each learner to set goals and work to meet them. | self-identified college/career readiness goal.<br><br>15% of graduates will complete at least 1 college credit course with a C or higher.<br><br>14% of graduates will be considered ready for college as indicated by ELA and math CAASPP scores.<br><br>15% of graduates will be considered conditionally ready for college as indicated by ELA and math CAASPP scores. | complete their college/career goal on annual Individualized Learning Plan as indicated by staff Panorama Learner Outcome Survey<br><br>Percentage of learners who successfully complete at least 1 College Credit Course<br><br>EAP Program % Prepared and Conditionally Prepared based on CAASPP |
| 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.<br><br>CAST Score Whole School will increase three percent in three years.<br><br>MAP ELA and Math CGI will maintain at or above -0.2.<br><br>60% of learners will meet their self-identified academic readiness goal. | CAASPP ELA and Math Participation Rates and Distance from Standard/Color<br><br>CAST Score Whole School<br><br>MAP ELA and Math CGI<br><br>Learner ILP Goal |

| **State Priority #5: Student Engagement** | | |
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| *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 | Director will mark 4s and 5s annually on Priority 3 Rubric Local Indicator Self-Reflection Tool.<br><br>Annual Educational Partner Survey: Student Perception of School Safety and Connectedness will indicate the majority of learners feel safe and | CA School Dashboard Local Indicators: Parent/Guardian & Family Engagement & Local Climate Survey<br><br>Annual Educational Partner Survey: Student Perception of School Safety and Connectedness |

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| health, safety, and well-being. | connected in their school environment. | |
| 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.<br><br>3.4 Increase and Improve Counseling and Services for High-Needs Learners: Leadership will ensure increased access and improved services for English Learners, homeless youth, foster youth, and socioeconomically disadvantaged youth to increase SEL, graduation rates, and access to additional services needed that removed barriers to learning. | The graduation rate will maintain at or above 85%.<br><br>The middle school dropout rate will maintain at or below 1%.<br><br>The high school dropout rate will maintain at or below 10%.<br><br>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: Graduation Rate<br><br>CALPADS Dropout Rate<br><br>Annual Panorama Learner Surveys |
| 3.5 Nurture a Safe and Engaging School Environment That Learners Are Excited About: All staff will personalize learning and ensure that all learners have opportunities to feel engaged in whole-child education. The school will provide events, extracurricular offerings, leadership opportunities, and meet the community needs as indicated through educational partner feedback to support engagement. Re-engagement and support systems will be implemented to support families in meeting high attendance expectations. | The attendance rate will maintain at or above 95%.<br><br>Chronic absenteeism will maintain at or below 5%.<br><br>80% of learners will meet their self-identified ILP SEL goal from fall to spring annually as measured by credentialed teacher observation and data on the annual survey.<br><br>1 extra curricular opportunity will be offered each month for lower school and upper school. At minimum, 2 clubs will be available annually for high school. | CALPADS Attendance Rate<br><br>CA School Dashboard: Chronic Absenteeism Rate<br><br>Annual Panorama Learner Surveys<br><br>SEL ILP Goal<br><br>School Extracurricular Opportunities Offered |

| State Priority #6: School Climate | | |
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| *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 and Expulsion rates will remain at or below 1%.<br><br>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<br><br>Annual Educational Partner Survey: Student Perception of School Safety and Connectedness |

| State Priority #7: Course Access | | |
|---|---|---|
| *Addresses a course of study where programs and services are developed and provided to English Learners, students with special needs, foster youth, and individuals with exceptional needs.* | | |
| **GOAL 2:** Build Lifelong Learners and Design Thinkers by providing all learners with a rigorous, creative, and broad program to maximize academic achievement as outlined in the school's charter. | | |
| **Actions** | **Measurable Outcomes** | **Methods of Measure** |
| 2.1 Ensure Access to Standards-Aligned, Tier I Instructional Materials: Leadership and certificated staff will ensure that all learners have access to and are engaged with standards-aligned, Tier I instructional materials, including technology, paper, and/or digital curriculum as appropriate, and other instructional materials as needed to support academic achievement.<br><br>2.2 Ensure Access to Standards-Aligned, Tier II and III | Director will mark 4 or 5 (full implementation or sustainability) on priority Priority 2B.<br><br>Educational Partner Surveys will indicate satisfaction with curriculum and instructional materials.<br><br>Course Offerings will reflect broad and diverse opportunities to satisfy LEA's graduation requirements. | Local Indicator Survey Priority 2B: Rate the LEA's progress in making instructional materials that are aligned with the recently adopted academic standards and/or curriculum framework identified below available in all classrooms where the subject is taught. Based on learners' access to an evidence-based curriculum and materials as identified by the school for each discipline offered.<br><br>Parent/Guardian and Learner Survey Data |

| | | |
|---|---|---|
| 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. | | Enrollment in a Broad Course of Study |
| 2.3 Deliver Effective ELD Programming: The EL Coordinator and school staff will apply professional learning, data, and resources to provide English Learners with support for academic achievement through designated and integrated ELD instruction, monitoring and data protocol, ongoing professional development and support, engagement of families of English Learners through ELAC, and other evidence-based strategies. | CA School Dashboard: English Learner progress will be at or above state levels.<br><br>Internal: English Learner reclassification rate will remain above 15%. | CA School Dashboard: ELs making progress toward proficiency<br><br>Internally calculated reclassification rates based on CALPADS data and state instructions |
| 2.5 Foster a Staff Culture of Excellence through Lifelong Learning: All staff will engage in a variety of professional development activities that enhance the iLEAD methodology, equity, California Content Standards, and California Standards for the Teaching Profession to increase the effectiveness of instruction to all learners. | Approved Staff Calendar non-student days and/or PD opportunities will remain at or above 22.<br><br>Staff Surveys on PD will indicate satisfaction with PD offerings.<br><br>CA School Dashboard Local Indicator Survey: Priority 2C | Board-Approved Staff Calendar<br><br>Annual Staff Panorama Survey Data<br><br>Annual CA School Dashboard Local Indicator Survey |

| State Priority #8: Other Student Outcomes | | |
|---|---|---|
| *Addresses all other indicators of student performance in required areas of study.* | | |
| **GOAL 1:** Awaken the leader in everyone through Project-Based Learning, Social-Emotional Learning, and Individualized Learning. Cultivate a thriving school community by providing a safe environment, generating active engagement between the school and its educational partners, and ensuring all learners are ready for postsecondary endeavors. | | |
| **Actions** | **Measurable Outcomes** | **Methods of Measure** |
| 1.7 Build Social Capital and Recognize and Celebrate Learner Achievement: Counselors and leadership will maximize opportunities for learners to be recognized for achievements that support scholarships, college admissions, and résumé building by earning the Golden State Seal Merit Diploma, the State Seal of Biliteracy, CTE Certificate of Completion, Industry-Recognized Certifications, the National Merit scholarship, and/or Senior Portfolio Defenses. | 7% of graduates will complete a CTE pathway.<br><br>3% of graduates will earn a State Seal of Biliteracy.<br><br>35% of graduates will earn a Golden State Seal Merit Diploma.<br><br>National Merit Scholarship will be available to all learners who qualify. | DataQuest: State Seal of Biliteracy, Golden Merit Diploma, National Merit Scholarship, CTE Completer Rate |

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

## ELEMENT C (3): METHODS OF ASSESSMENT

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

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

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

**Classroom Assessments**

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

**Authentic assessments:** iLEAD Online 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 Online 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 Online 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 Online 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 Online'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, learner, and facilitator input; a measure of growth that shows process as well as product and learner self-assessment; a record to pass on to the next class, school and that complements facilitator's judgments. These portfolios are used in a variety of ways, such as Learner-Led Conferences, the annual iLEAD Showcase of Learning, and the Senior Defense.

**Learner Outcomes:** The iLEAD Learner Outcomes are assessed at the end of each semester through a self-evaluation survey completed collaboratively by the learner and facilitator. Each Learner Outcome has between five to six "I Can" statements, which are evaluated using a proficiency continuum: emerging, developing, applying, and mastering. Learner Outcomes are also assessed individually throughout the year using customized rubrics for grades K-2 and 3-12.

**Use and Reporting of Data**

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

iLEAD Online's instructional staff will regularly analyze overall and subgroup data, identify programmatic strengths and weaknesses within each content area, set instructional goals, and put into place corrective plans to fill any gaps, adjusting professional development and curriculum accordingly. Staff will monitor progress toward identified learner outcomes on an ongoing basis, analyze learner performance data before and throughout each school year to adjust instruction according to learner needs. Facilitators will be supported to teach using formative assessments to modify instruction in response to class-wide and individual learner needs. The instructional culture of the school is one of self-reflection and inquiry into pedagogical practices to meet the changing needs of new and existing learner populations.

iLEAD Online 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 Online 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 Online 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

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

### Governance Structure

~~As an independent charter school, iLEAD Online Charter School, operated as a nonprofit public benefit corporation, is a separate legal entity from the District and shall be 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. [Ed. Code Section 47604(d)]~~

iLEAD Online Charter School, an independent 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 of Directors of iLEAD California Charters 1 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 Online Charter School.

iLEAD Online 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.

~~iLEAD Online shall ensure that, at all times throughout the term of the Charter, the bylaws of its Governing Board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. A copy of iLEAD Online's bylaws are attached hereto as Appendix G. In the event that the Governing Board and/or nonprofit corporation operating the Charter School amends the bylaws, iLEAD Online shall provide the District with a copy of the amended bylaws.~~

The names and qualifications of the current Board members of iLEAD California Charters 1 are maintained with the Charter School's governance records and will be provided to the District as required. A copy of the iLEAD California Charters 1 Bylaws is included in Appendix G. In the event iLEAD California Charters 1 amends its Bylaws, the Charter School will provide the District with a copy of the amended Bylaws upon request or as otherwise required by law.

As required by Education Code Section 47604(d), iLEAD Online Charter School and iLEAD California Charters 1 shall be 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.

**Legal and Policy Compliance**

~~iLEAD Online shall comply with all applicable federal, state, and local laws and regulations and District policy as it relates to iLEAD Online, as they may be amended from time to time. iLEAD Online shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, CalSASS, and Education Code Section 47604.33. iLEAD Online shall comply with the Brown Act and the CPRA. iLEAD Online shall comply with the PRA. iLEAD Online shall comply with Section 1090 et seq.~~

iLEAD Online 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 Online shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, CalSAAS, and Education Code Section 47604.33. In accordance with Education Code Section 47604.1, iLEAD Online and iLEAD California Charters 1 shall comply with the Ralph M. Brown Act, California Public Records Act, Political Reform Act, and Government Code Section 1090 et seq.

iLEAD California Charters 1 has adopted a Conflict of Interest Code, which is submitted to the County Board of Supervisors for approval as required by law. 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 and made accessible to the public at least 72 hours in advance of regular meetings and 24 hours for special meetings. The District may appoint a single representative to the Board pursuant to Education Code Section 47604(c).

**Conflicts of Interest**

~~Members of iLEAD Online's Governing Board, any administrators, managers, or employees, and any other committees of iLEAD Online shall at all times comply with federal and state laws, nonprofit integrity standards, and the District's Charter School policies and regulations and applicable state and federal law regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools. A copy of iLEAD Online's Conflict of Interest Policy is attached hereto as Appendix I.~~

Directors of the iLEAD California Charters 1 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 law regarding ethics and conflicts of interest. The Conflict of Interest Code and Policy applicable to iLEAD Online is included in Appendix I.

**Governance Board Composition and Selection**

~~The Board of Directors, comprised of business professionals, parents, community members, volunteers, staff members, and/or learner representatives, sets policy, approves the budget, and ensures that the Charter School maintains their vision, mission, and high academic standards. Board Members are selected based on their expertise, skills, and commitment to represent the Charter School's population and uphold the Charter School's mission/vision and iLEAD Methodology. One key to the program's success is the representation of parents on the Board. Parent representation on the Board is essential to ensure involvement of the school community. Additional Board seats are filled by business, community, or other educational partners who have the desired combination of experience and expertise needed by the Board of Directors to ensure the Charter School's success, including in areas such as curriculum, instruction and assessment, finance, business management and/or, preferably, law, special education, fundraising, and facilities.~~

The iLEAD California Charters 1 Board of Directors is composed 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; and 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 iLEAD California Charters 1 Bylaws.

~~The Board of Directors is comprised of between three to five voting members. The staff and/or learner board members are nonvoting and are not involved in personnel matters or discussions.~~

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

**Scope of Authority and Responsibility**

~~The Board of Directors of iLEAD Online will meet quarterly or more often as needed and is charged with the overall policy-making affecting all areas of iLEAD Online. The Board is fully responsible for the operation and fiscal affairs of iLEAD Online.~~The iLEAD California Charters 1 Board of Directors is responsible for the operation and fiscal affairs of iLEAD Online.

~~Promoting and guiding the vision and mission of iLEAD Online~~ Promoting and guiding the vision and mission of the organization and iLEAD Online

~~Reviewing and approving all major educational and operational school policies~~ Reviewing and approving educational and operational school policies

~~Hiring the School Director~~ Hiring the School Director or approving the process and delegation for appointment of the School Director

~~Evaluating the performance of the School Director via a process approved by the Board~~ Evaluating organizational executive leadership and maintaining oversight of the School Director through the Chief Executive Officer or designee

~~Approving all major contracts~~ Approving all major contracts in accordance with Board-adopted fiscal policies

~~Developing annual goals for the Charter School and long-range plans with input from the School Director, facilitators, and parents/guardians~~ 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~~ Approving the Charter School's LCAP and Annual Update, annual budget, budget revisions, and overseeing the Charter School's fiscal affairs

~~Receiving reports from, and providing recommendations to, the School Director and staff~~ Receiving reports regarding the Charter School and providing direction and recommendations consistent with the governance structure

~~Participating in the dispute resolution procedure and complaint procedures when necessary~~ Participating in dispute resolution and complaint procedures when necessary

~~Approve the request for charter petition material revisions and renewals as necessary to the District for consideration~~ Approving requests for charter petition material revisions and renewals as necessary for submission to the District

~~Ensure compliance with all applicable laws, including but not limited to the Brown Act, CPRA, PRA, and Government Code section 1090~~ Ensuring 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 Online 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.~~

Board meetings are noticed and held in compliance with the Brown Act and Education Code Section 47604.1. Meeting locations and teleconference procedures shall comply with all applicable requirements of Education Code Section 47604.1 and the Brown Act and shall provide access to the iLEAD Online community and the public. Accurate minutes of meetings are maintained by the secretary or other individual designated by the Board. Meeting agendas, minutes, and documents shall be maintained in the school office, another suitable office, and/or website. Agendas for regular meetings are posted at least 72 hours in advance, and agendas for special meetings are posted at least 24 hours in advance.

An Annual Meeting is held on a date chosen by the Board in accordance with its Bylaws for the purpose of organization, appointment of officers, setting the calendar of meetings for the upcoming year, and transacting other business as may properly be brought before the meeting.

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.

### Bylaws

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

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

### Board Training and Continuous Improvement

~~iLEAD Online is committed to continuous improvement and ongoing training to assist the Board of Directors in fulfilling its responsibilities to act as stewards for iLEAD Online.~~iLEAD California Charters 1 is committed to continuous improvement and ongoing training to assist the Board of Directors in fulfilling its responsibilities.

The Board receives appropriate training and educational opportunities, both as a full Board and individually, including training required by law. Board development typically includes legal counsel or other experts familiar with public school governance and topics such as conflicts of interest, the Brown Act, CPRA, ethics, charter school finance, monitoring learner achievement, and roles and responsibilities of the Board. New Board members receive orientation and opportunities for supplemental training in areas of school oversight where they lack experience or knowledge.

### School Director's Role

~~The School Director will report directly to the Board and has responsibility for the orderly operation of iLEAD Online and the supervision of iLEAD Online employees. The School Director will be the instructional leader of the Charter School. The School Director will ensure that the curriculum and assessments are implemented in order to maximize student learning experiences. The School Director will work closely with iLEAD California to ensure the fulfillment of the Charter School's mission and vision. The School Director is assigned to perform tasks directed from the Board of Directors, which may be delegated or contracted as approved by the Board of Directors to a business administrator of the School or other employee, or to an appropriately qualified third-party provider.~~

The School Director reports to the Chief Executive Officer or designee and serves as the instructional leader and operational manager of iLEAD Online. The School Director is responsible for policy implementation, curriculum oversight, staff hiring, evaluation, and termination consistent with Board policy and delegated authority, and ensuring compliance with the charter and applicable laws. The School Director manages the day-to-day operations of the Charter School under the direction of organizational leadership and the ultimate oversight of the iLEAD California Charters 1 Board of Directors.


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**Educational Partner / Parent Involvement**

~~At iLEAD Online, parents play many important roles in the day-to-day operations of the Charter School, as well as the strategic planning and overall vision of the school community. Parents continue to be involved in the Charter School through participation on the Governing Board, as well as volunteering and attending school events.~~

iLEAD Online values Educational Partner input and ensures ongoing parent and community engagement in governance and school operations. Parental involvement opportunities include volunteering at events; membership in advisory committees such as ELAC and iSUPPORT (PTO); and input on LCAP development through surveys, meetings, and forums.

Additionally, the Charter School will endeavor to communicate regularly with families through weekly family newsletters, website updates, Reports of Progress and Learner-Led Conferences, orientation sessions and Parent University workshops, and an open-door policy with the School Director and staff.

iLEAD Online may maintain advisory groups, including any required by law, for purposes of making recommendations regarding governance, operations, or other matters of interest and concern. iLEAD Online 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 Online will form an English Learner Advisory Committee (ELAC) composed of parents, staff, and community members 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.

### Accountability

The District serves as charter authorizer and provides supervisorial oversight to the Charter School pursuant to Education Code Section 47604.32. The Charter School shall have all reporting duties to the District as described in Education Code Section 47604.33 and shall respond to all reasonable inquiries pursuant to Education Code Section 47604.3. The Charter School seeks to maintain a collaborative relationship and healthy communication with the District.

### Board Policies

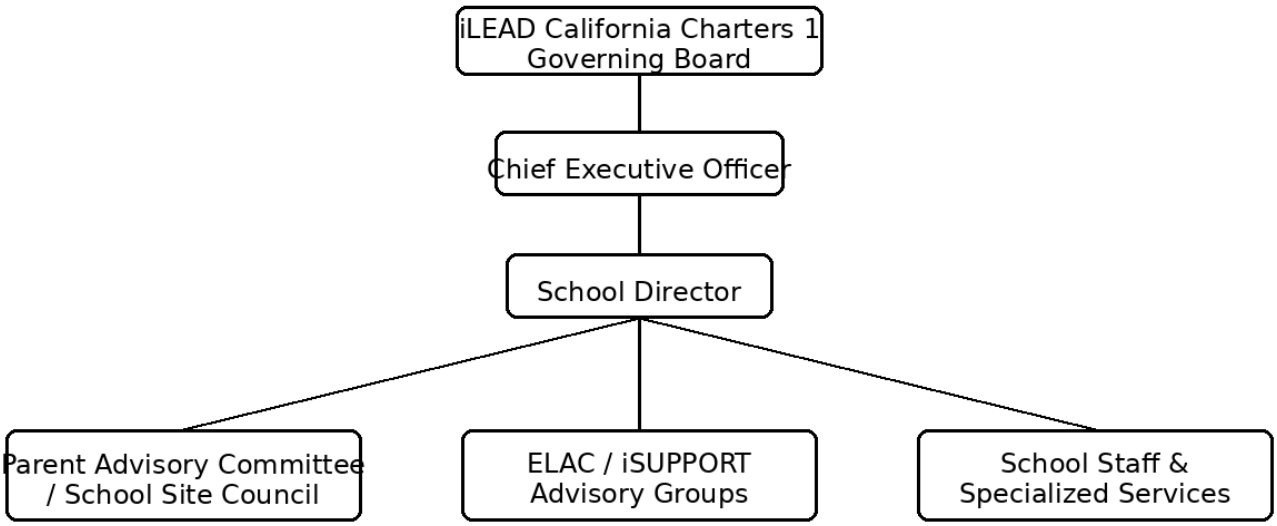
~~Basic policies can be found on the iLEAD Online website, and the Fiscal Policy can be found in Appendix J. These policies and internal controls will prevent fraud, embezzlement, and conflict of interest and ensure the implementation and monitoring of those policies.~~

Policies governing finance, conflict of interest, and Board operations are accessible on the Charter School website and/or included in the petition appendices, including the Fiscal Policy in Appendix J. All policies are designed to ensure compliance, internal controls, and ethical governance.

**Organizational Chart**

~~The current organizational chart showing a direct reporting line from the iLEAD Online Board of Directors to the Site Director is deleted.~~

Roles and lines of authority for Board and management positions will reflect the iLEAD California Charters 1 governance structure shown below.



## 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 Online acknowledges and agrees that all persons are entitled to equal employment opportunities. iLEAD Online 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 Online will adhere to all State and Federal requirements that are applicable to teachers and paraprofessional employees. iLEAD Online shall ensure that its 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 Online, including core and college preparatory teachers, have California Teaching Credentials that are searchable on the Commission on Teacher Credentialing website. iLEAD Online will make every effort to minimize the use of facilitators with emergency credentials. As appropriate, iLEAD Online 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 Online does not employ and shall not assign to non-core, non-college preparatory courses any facilitators/teachers who do not hold the credential required of their assignment.

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

**Obligation to Report to California Commission of Teacher Credentialing**

iLEAD Online 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 Online 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**

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 Online'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

**Facilitators**

iLEAD Online will employ a teaching staff that holds appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. Facilitators are responsible for overseeing the learners' academic progress and for monitoring grading and matriculation

decisions as specified in the Charter School's operation policies.

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

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

**Educational Specialist (Special Education Teacher)**

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

**Essential Duties**

- Provides direct instruction in the academic areas to special education program learners on a one-to-one or small-group basis in the regular classroom
- Refers learners who do not demonstrate appropriate progress to the IEP team
- Coordinates special education services with the regular school programs for each learner with special needs in the least restrictive environment
- Monitors learner progress on a regular basis, participating in the review and revision of IEPs, as

appropriate
- Creates and maintains an IEP for each special education student
- Provides professional development, consultation, and resource material regarding individuals with special needs to their parent/guardian and to regular staff members
- Consults with parent/guardian and General Education Facilitator (regular classroom teacher) quarterly and upon request regarding special education learners
- Supports the policies and programs consistent with school and SELPA policies, regulations, and procedures
- Applies effective classroom management techniques
- Utilizes evaluation data for the modification of instruction and curriculum
- Assists facilitators in writing Present Levels of Performance
- Maintains professional competency by actively participating in training activities and other similar opportunities provided to staff
- Attends regular and special staff collaborations and actively participates as a member of the educational team

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

**Special Skills/Knowledge/Abilities**
- Knowledge of IEP process as outlined by the IDEA, Section 504, ADA, and California State Special Education laws and regulations
- Ability to provide evaluation and screening to determine eligibility for special education
- Knowledge of resources available to parents/guardians of special education learners
- Ability to provide in-service training, including curriculum resources, to regular staff
- Ability to monitor and evaluate learner progress by observation and informal assessment
- Experience and commitment to working collaboratively with staff, parents/guardians, and the community
- Experience in design and implementation of behavioral strategies and plans
- Ability to work independently and efficiently to meet program objectives
- Good communication and interpersonal skills

iLEAD Online may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate combination of subject-matter expertise, professional experience, and the capacity to work successfully in an instructional capacity. Instructional support staff will not assign grades or approve learner work assignments without the approval of a facilitator (teacher) unless otherwise permitted under applicable law.

**Other Non-Instructional Staff**

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

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

**Overall Qualifications** (desired/preferred but not required)
- Associate's degree or higher
- Two years' experience, preferably in a school setting

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

**Instructional Technology Technician (Tier 1)**

Assists in the purchase, formatting, setup, and troubleshooting of staff and learner technology including the following:
- Problems with usernames and passwords

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

**Overall Qualifications** (desired/preferred but not required)
- Associate's degree or higher
- Two years' experience in IT support, preferably in a school setting

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

**Care Team**

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 Online will compensate employees by individual negotiation utilizing the iLEAD salary ranges and salaries of employees in nearby school districts performing similar tasks and having similar responsibilities as a guide. Part-time facilitators will be compensated based on their teaching load. iLEAD Online will provide its full-time employees options for participation in comprehensive health and welfare programs.

**Recruitment**

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** [A5]
iLEAD Online will maintain a 25:1 teacher to student ratio or lower consistent with Education Code 51745.6(d).

**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

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*Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*
*(i) That each employee of the charter school furnishes the charter school with a criminal record summary as described in Section 44237.*
*(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.*
*(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. [California Education Code Section 47605(c)(5)(F)]*

**General Provisions**
iLEAD Online 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 Online 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 Online'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 Online 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 Online:

**Family Educational Rights and Privacy Act (FERPA)**
iLEAD Online, 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 Online will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237 and 45125.1. Prior to employment, all employees must submit fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The iLEAD Employee Service Department shall monitor compliance with this policy and report to the School Director on a regular basis. The School Director shall monitor the fingerprinting and background clearance of Employee Service Department staff, and the Board shall monitor the fingerprinting and background clearance of the School Director.

The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

**Role of Staff as Mandated Child Abuse Reporters**
All non-certificated and certificated staff and contract employees are designated as mandated child abuse reporters and will follow all applicable reporting laws, policies, and procedures. Training in child abuse reporting laws will be provided to all employees in accordance with Education Code Section 44691.

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

**Immunizations**
iLEAD Online 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 7$^{th}$ grade students shall show a proof of immunization for pertussis (whooping cough) vaccine booster. Upon enrollment in iLEAD Online 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 Online will adhere to Education Code Section 49423 regarding administration of medication in school. iLEAD Online 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 Online will be equipped with trained staff to administer treatment for any learner experiencing a severe allergic reaction in compliance with Education Code Section 49414.

**Vision, Hearing/Scoliosis**
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 Online will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by iLEAD Online.

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

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

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

**Bloodborne Pathogens**
iLEAD Online shall continue to meet state and federal 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 Online shall maintain a drug, alcohol, and smoke-free workplace.

**Safe Place to Learn Act**
**Comprehensive Anti-Discrimination and Harassment Policies and Procedures**
iLEAD Online shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq. iLEAD Online 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 Online (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 Online 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 Online 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 Online shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised. The policy will be available on iLEAD Online'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 online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

**Human Trafficking Prevention**
iLEAD Online shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code Section 49381.

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

**LGBTQ Resources Training**
Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, iLEAD Online 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 Online shall maintain records

documenting compliance with the foregoing training (Ed. Code Sections 218, 218.3).

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

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

- Child abuse reporting procedures
- Routine and emergency disaster procedures, including for earthquakes, fires, terror threats, hostage situations, school lockdowns, evacuations, safety drills, and annual testing of sprinkler systems, fire extinguishers, and fire alarms
- Policies for learners who committed an act under Section 48915 and other Charter School designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous learners pursuant to Education Code Section 49079
- A discrimination and harassment policy consistent with Education Code Section 200
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning
- Procedures on Charter School behavioral expectations and discipline
- Procedures for conducting tactical responses to criminal incidents.
- Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

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

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

**Workplace Violence Prevention Plan**
The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective

workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

**Homicide Threats**
The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board Members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

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

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

**Transportation Services**
Effective July 1, 2025, to the extent iLEAD Online provides transportation to students, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, related to background checks and testing for individuals providing transportation services for students.

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

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*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)]*

In order to ensure a fair enrollment policy and a demographically diverse student body, iLEAD Online has developed an aggressive outreach and marketing system and a lottery system that randomly selects learners from among all new applicants if the number of applicants exceeds the capacity of the school. We market to all Los Angeles County and adjacent county learners to try to achieve a balance of learners that is reflective of the general population residing within the District and the region as a whole.

iLEAD Online's outreach plan is developed and will be updated annually with specific learner recruitment strategies that include, but are not necessarily limited to, the following elements or strategies to ensure a balance among learners that is reflective of the general population residing within the territorial jurisdiction of the District:

- A variety of promotional and informal materials are produced throughout the year that appeal to all of the various learner subgroups represented in the District
- Recruitment material is produced in English and in Spanish to appeal to limited English proficient populations
- Targeted meetings in multiple communities to reach prospective learners and parents
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the district, done through flyers, billboards, and electronic media

Because we seek a targeted learner population whose families may not be reachable by traditional means, iLEAD Online plans to continue to utilize direct outreach strategies such a website, social media, newspaper, billboards, direct mailings, and community and home meetings targeted in specific communities (this includes homeschooling and art communities). iLEAD Online also may use bus stop signage and church and community group bulletin boards in an effort to tailor outreach efforts to a diverse group of learners/families.

| Meeting | Location | Date |
|---|---|---|
| Meeting with parents and community | iLEAD hosts virtual parent nights and tours monthly. | Ongoing August through June. (Recruitment efforts are secured and aligned to budgets, hiring of staff, etc.) |
| Outreach to local schools | Local Private and Charter Middle Schools and High Schools (including iLEAD Lancaster & iLEAD Antelope Valley) | Review posted available dates and provide flyers, information, and presence. |
| Community organization | Neighboring organizations: Various locations including parks, boothing at community events, art events, and cleanup events<br><br>Attend local Chamber of Commerce events, including Hispanic Chamber of Commerce | Review posted available dates and provide flyers, information, and presence. |
| Residents within the zip code | Targeted via social media | Social media campaigns, information, and presence. |

iLEAD Online will maintain an accurate accounting of the balance of ethnic and racial students, special education students, and English Learner students enrolled in iLEAD Online through the Charter School's student information system. iLEAD Online will work to maintain similar demographics to the authorizing district.

**Supports to Maintain Enrollment Balance**

Our charter school is committed to fostering an inclusive and supportive environment that ensures a balanced representation of all student subgroups. To achieve this, we will provide comprehensive supports, including dedicated counselors, bilingual assistance, tutors, and a qualified nurse who works closely with learners and their families. These professionals will collaborate to address the diverse academic, social, and emotional needs of our students, ensuring equitable access to resources and opportunities for all. Through these efforts, we will create a nurturing and responsive educational community that values and supports every learner.

## ELEMENT H (8): ADMISSION REQUIREMENTS

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

**Documentation of Admissions and Enrollment Processes**

iLEAD Online shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and wait list criteria and procedures in accordance with the terms of this charter. These records shall be made available to the District upon request.

**Homeless and Foster Youth**

iLEAD Online shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. iLEAD Online shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that iLEAD Online is open to enroll and provide services for all learners, and provides a standard District contact number for access to additional information regarding enrollment. iLEAD Online shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. iLEAD Online shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

**Nondiscrimination**

iLEAD Online shall not require a parent/legal guardian/learner to provide information regarding a learner's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, 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 any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. iLEAD Online may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter. iLEAD Online shall not request or require submission of a learner's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

**Admission Requirements**

iLEAD Online 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 Online 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.

**No Admission Testing**

After enrollment, iLEAD Online 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.

**Application and Enrollment Process**

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

1. Outreach and marketing
2. Tour/orientation sessions for learners and parents
3. An admissions application period
4. An admissions lottery
5. Enrollment

**Student Outreach and Communication Strategy**

To ensure that all students in the community are informed and given an equal opportunity to attend iLEAD Online, 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.

**Outreach Channels**

1. **Community Partnerships:** Collaborating with local community organizations, religious institutions, and neighborhood associations to disseminate information about the charter school to their members and communities.
2. **Digital Communication:** Utilizing social media platforms, the school's website, email newsletters, and online community boards to share information about the school, including application deadlines, enrollment procedures, and school events.
3. **Printed Materials:** Distributing flyers, brochures, and posters in multiple languages in high-traffic community areas, such as libraries, community centers, grocery stores, and local businesses as needed.
4. **Direct Outreach:** Hosting informational sessions, open houses, and town hall meetings virtually to ensure accessibility for all families.
5. **Media Outreach:** Engaging local newspapers and radio stations to run announcements and features on the school's programs, mission, and enrollment process.
6. **School and District Collaboration:** Working closely with local school districts to ensure that families in the community are aware of the charter school as an educational option.

**Ensuring Equal Opportunity**
To guarantee equal access for all students, the charter school will:

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

**Timeline of Outreach and Enrollment**

- **6 Months Before Enrollment Period:** Launch initial outreach campaign through digital, print, and community partnerships.
- **5 Months Before Enrollment Period:** Host informational sessions and begin distributing printed materials.
- **4 Months Before Enrollment Period:** Initiate direct outreach events and collaborate with media outlets for coverage.
- **3 Months Before Enrollment Period:** Continue follow-up communications and hold application support workshops.
- **3 Months Before Enrollment Period:** Begin accepting applications and host additional

informational events.
- **1-2 Months Before Enrollment Deadline:** Final push with reminders, support sessions, and last-minute informational events.

This structured approach ensures that all families in the community are fully informed and have a fair and equal opportunity to apply for and attend iLEAD Online. All promotional material shall clearly state the charter school will serve ALL students.

iLEAD Online may fill vacancies or openings that become available after this process, using either a waiting list or any other nondiscriminatory process. iLEAD Online has a standardized School Enrollment Interest Form required of all prospective learners. Included with the enrollment form is the school website with information that details the educational philosophy and discipline policy of iLEAD Online. Parents/legal guardians must sign the School Enrollment Interest Form.

**Timeline for Subsequent Years of Admission**

School Enrollment Interest Forms will be made available by the end of January and will be due a week before the spring lottery. iLEAD Online will hold tours and prospective family information gatherings prior to the lottery so parents and learners can learn more about the Charter School before they apply.

**The Lottery and Priority Admissions**

Parents will be notified of their learner's enrollment during May/June.

Returning learners from the prior year will retain admission status and will not go through the lottery process.

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

1. Siblings of currently enrolled iLEAD Online learners
2. Children of iLEAD Online employees and Board Members, not to exceed 10% of enrollment
3. Learners residing within the District

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

The Board of Directors will make all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level or grade-level spans by the designated lottery official (appointed by the School Director or designee). Separate lotteries shall be conducted for each grade or

grade-level span in which there are fewer vacancies than students interested in attending. All lotteries shall take place on the same day in a single location or via online. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level or grade-level span have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level or grade level span, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

After the public random drawing, a waiting list for future openings will be established in the same drawing. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

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

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

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

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

## ELEMENT I (9): FINANCIAL AUDIT

*Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. [California Education Code Section 47605(c)(5)(I)]*

iLEAD Online shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code Sections 47605(c)(5)(I) and 47605(m) as amended from time to time. iLEAD Online shall ensure compliance with the requirements of Education Code Section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to the District, in the required format and within timelines to be specified by the District, each year:

a. Preliminary Budget – On or before July 1
b. Annual update (LCAP) – On or before July 1
c. First Interim Projections – On or before December 15
d. Second Interim Projections – On or before March 15
e. Unaudited Actuals – On or before September 15
f. Audited Actuals – On or before December 15 following the end of the fiscal year
g. Classification Report – Monthly according to Charter School's Calendar
h. Statistical Report – Monthly according to Charter School's Calendar of Reports
i. Instructional Calendar – Annually five weeks prior to first day of instruction
j. Other reports as requested by the District

**Annual Independent Financial Audits**

An annual independent fiscal audit of the books and records of iLEAD Online will be conducted as required under the Charter Schools Act, Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of iLEAD Online will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Board of Directors or designee is responsible for contracting with an auditor and overseeing the audit. The auditor will be a CPA, will have California educational finance experience, and will be approved by the Office of the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in the applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The School Director will review any audit exceptions or deficiencies, meet with the District to determine how to resolve the exceptions or deficiencies to the satisfaction of the District, and report to the iLEAD Online Board of Directors with recommendations. The Board of Directors will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit exceptions will typically be addressed within 60 days unless iLEAD Online exercises its right to appeal audit findings to the Education Audit Appeals Panel, or a longer period is necessary given the nature of the finding(s). Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process in Element 14 of this Charter, with the caveat that iLEAD Online recognizes that the legal requirement is to resolve audit exceptions or deficiencies to the satisfaction of the District.

The independent fiscal audit of iLEAD Online will be a public record to be provided to the public upon request.

## ELEMENT J (10): SUSPENSION / EXPULSION PROCEDURES

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

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

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

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a homeless child or youth or a foster child or youth, in the native language of the homeless or foster child's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).*

*(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. [California Education Code Section 47605(c)(5)(J)]*

This policy and its rules 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 Online 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 Online) 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 Online.

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 Online 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 Online 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 Online will follow all federal and state law when imposing any form of discipline on a learner identified as an individual with disabilities and according due process to such learner.

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

independent study Written Agreement pursuant to Education Code Section 51747(c)(4).

**Grounds for Suspension and Expulsion of Students**

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

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

For a learner who has been suspended, or for whom other means of correction have been implemented for an incident of racist bullying, harassment, or intimidation, the school will encourage engagement in

restorative justice practices that are found to suit the needs of both the victim and the perpetrator. School personnel will regularly check on the victim of racist bullying, harassment, or intimidation to ensure that the victim is not in danger of suffering from long-lasting mental health issues. 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) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

(g) Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.

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

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

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties, as outlined by grade level in 48900(k). This does not apply to learners in grades 1 to 5 (inclusive). Grades 6 to 12 (inclusive) cannot be suspended for 48900(k) until the paragraphs in 48900(3) and (4) are inoperative on July 1, 2029.

(l) Knowingly received stolen school property or private property, which includes but is not limited to electronic files and databases.

(m) Possessed an imitation firearm, as defined in Section 48900(m) of the Education Code.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a learner who is a complaining witness or witness in a school disciplinary proceeding for purposes of either preventing that learner from being a witness or retaliating against that learner for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing, as defined in Education Code Section 48900(q).

(r) Engaged in an act of bullying, as defined in Section 48900(r) of the Education Code, including an act of bullying by means of an electronic act, as defined in Section 48900(r) of the Education Code.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including but not limited to any of the following:

(1) While on school grounds.
(2) While going to or coming from school.
(3) During the lunch period whether on or off the campus.
(4) During, or while going to or coming from, a school-sponsored activity.

(t) A learner who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a learner who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the

victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes but is not limited to electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

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

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

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

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

**Non-Discretionary Offenses**

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

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

an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.
(2) Brandishing a knife, as defined by 48915(g), at another person.
(3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
(4) Committing or attempting to commit a sexual assault as defined in Section 48900(n) of the Education Code or committing a sexual battery as defined in Section 48900(n) of the Education Code.
(5) Possession of an explosive, as defined by 48915(h).

The director of a school or the director's designee shall follow the procedures for notifying law enforcement as outlined in Ed Code 48902.

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

**Informal Conference**
Suspension by the director or the director's designee shall be preceded by an informal conference conducted by the director, the director's designee, or the superintendent between the learner and, whenever practicable, the teacher, supervisor, or school employee who referred the pupil to the director, the director's designee, or the superintendent. At the conference, the pupil shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required under Section 48900.5, and the evidence against the pupil, and shall be given the opportunity to present the pupil's version and evidence in the learner's defense.

A director, or director's designee may suspend a pupil without affording the pupil an opportunity for a conference only if they determine that an emergency situation exists. "Emergency situation" means a situation determined by the director to constitute a clear and present danger to the life, safety, or health of pupils or school personnel. If a pupil is suspended without a conference before suspension, the pupil and the pupil's parent/guardian shall be notified of the pupil's right to a conference and the pupil's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including but not limited to incarceration or hospitalization. The conference shall then be held as soon as the pupil is physically able to return to school for the conference.

**Oral or Written Notice of Charges**
At the time of suspension, a school employee shall make a reasonable effort to contact the pupil's parent/guardian by telephone, email, or in person. Whenever a learner is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offenses(s) committed by the learner as well as the date and time when the learner may return to school following the suspension. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that they respond to such requests without delay.

**Suspension Time Limits**
Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon the request of a parent or guardian, a facilitator shall provide a learner who has been suspended from school for two (2) or more school days with the homework that the learner

would otherwise have been assigned. If a homework assignment that is turned in to the facilitator either upon the learner's return to school from suspension or within the timeframe originally prescribed by the facilitator, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the learner's overall grade in the class.

**Cumulative Suspension Time Limits**
EdCode 48903(a): Except as provided in subdivision (g) of Section 48911 and in Section 48912, the total number of days for which a pupil may be suspended from school shall not exceed 20 school days in any school year unless, for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed 30 days in any school year.

(b) For the purposes of this section, a school district may count suspensions that occur while a pupil is enrolled in another school district toward the maximum number of days for which a pupil may be suspended in any school year.

**Assignment Completion During Suspension**
The teacher of any class from which a pupil is suspended may require the suspended pupil to complete any assignments and tests missed during the suspension.

Upon the request of a parent, a legal guardian or other person holding the right to make educational decisions for the learner, or the affected learner, a teacher shall provide to a pupil in any grade 1 to 12, inclusive, who has been suspended from school for two or more school days the homework that the learner would otherwise have been assigned. If a homework assignment that is requested and turned in to the teacher by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.

**Recommendation for Expulsion**
Upon a recommendation of expulsion by the School Director or School Director's designee, the learner and the learner's parent/guardian or representative will be invited to a conference to determine if the suspension for the learner should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference. This determination will be made by the School Director or designee upon either of the following determinations: (1) the learner's presence will be disruptive to the education process, or (2) the learner poses a threat or danger to others. Upon either determination, the learner's suspension will be extended pending the results of an expulsion hearing.

**Authority to Expel**
A learner may be expelled by a single, neutral Hearing Officer after a hearing and upon the recommendation of the School Director or designee. The Hearing Officer will be assigned by the presiding officer of the Board as needed and shall be certificated by either a teacher of the learner or a Board Member. The Hearing Officer may expel any learner found to have committed (an) expellable

offense(s) listed above.

The decision to expel a learner will be based on the finding of one or both of the following:

- That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- That due to the nature of the violation, the presence of the learner causes a continuing danger to the physical safety of the learner or others.

**Expulsion Procedure**
Learners recommended for expulsion are entitled to a hearing to determine whether the learner should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Director or designee makes a recommendation for expulsion.

The Hearing Officer shall conduct the expulsion hearing. The Hearing Officer shall hear the case and make the expulsion determination. The hearing shall be held in a closed setting unless a public hearing is requested by the learner's parent/guardian in writing at least three (3) calendar days before the hearing date.

Written notice of the hearing shall be forwarded to the learner and the learner's parent/guardian at least ten (10) calendar days before the date of the hearing. The notice shall include:

- The date and place of the hearing
- A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
- A copy of the charter school's disciplinary rules which relate to the alleged violation
- Notification of the learner's or parent/guardian's obligation to provide information about the learner's status in charter school to any other district in which the learner seeks enrollment
- The opportunity for the learner or the learner's parent/guardian to appear in person or to employ and be represented by counsel
- The right to inspect and obtain copies of all documents to be used at the hearing
- The opportunity to confront and question all witnesses who testify at the hearing
- The opportunity to question all evidence presented and to present oral and documentary evidence on the learner's behalf including witnesses.

**Record of Hearing**
A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

**Presentation of Evidence**
While technical rules of evidence do not apply to an expulsion hearing, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Hearing Officer to expel must be supported by substantial evidence that the learner committed an expellable offense.

Finding of facts shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the Hearing Officer shall be in the form of written findings of fact. If the Hearing Officer decides not to expel, the learner shall immediately be returned to his/her educational program.

**Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**
The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the Hearing Officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the learner.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time their complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer or Administrative Panel presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the learner being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

**Readmission**
The decision to readmit a learner or to admit a previously expelled learner from another school district, private school, or charter school shall be in the sole discretion of the School Director following a meeting, during a board meeting in closed session, with the learner and guardian or representative to determine whether the learner has successfully completed the rehabilitation plan, if any, and to determine whether the learner poses a threat to others or will be disruptive to the school environment. The learner's readmission is also contingent upon the Charter School's capacity at the time the learner seeks readmission.

**Notice to Teachers**
iLEAD Online 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 Online 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 Online, 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 Online, 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 Online

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 Online 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**
The learner shall have the right of appeal

**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 Online will work cooperatively with parents/guardians upon request to assist with locating alternative education programs.

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

If iLEAD Online, 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 Online 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 Online 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 Online.

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 Online 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 Online personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of learner conduct.

The School Director or designee may remove a learner to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the learner's disability in cases where a learner:

1. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

3. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

**Interim Alternative Educational Setting**
The learner's interim alternative educational setting shall be determined by the learner's IEP Team or Section 504 Team.

**Procedures for Learners Not Yet Eligible for Special Education Services**
A learner who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if iLEAD Online had knowledge that the learner was disabled before the behavior occurred.

iLEAD Online shall be deemed to have knowledge that the learner had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to iLEAD Online supervisory or administrative personnel, or to one of the child's teachers, that the learner is in need of special education or related services.

2. The parent/guardian has requested an evaluation of the child.

3. The child's facilitator, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director or to other Charter School

supervisory personnel.

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

iLEAD Online shall not be deemed to have knowledge that the learner had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the learner has been evaluated and determined to not be eligible.

**Authorizer Involvement in Disciplinary Matters**

The school will maintain open communication with the charter authorizer regarding disciplinary matters, particularly those involving long-term suspensions, expulsions, or involuntary removals. The school will cooperate fully with the authorizer in any investigation or review of disciplinary actions.

## ELEMENT K (11): RETIREMENT SYSTEM

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*Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. [California Education Code Section 47605(c)(5)(K)]*

**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 Online 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.

**Non-Certificated Employees**

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

iLEAD Online reserves the right to make alternative arrangements for retirement benefits, such as a 403(b) plan, in a manner consistent with applicable state and federal law. The School Director is responsible for ensuring that appropriate arrangements for the aforementioned coverages have been made.

## ELEMENT L (12): ATTENDANCE ALTERNATIVES

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*Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. [California Education Code Section 47605(c)(5)(L)]*

**Public School Alternatives for Learners Who Do Not Choose the Charter School**

No learners will be required to attend iLEAD Online. Learners who choose not to attend iLEAD Online may attend a school within their school district of residence or another school district in accordance with applicable law and any applicable intra- and inter-district transfer policies. Parents and guardians of each learner enrolled in iLEAD Online shall be informed on admissions forms that the learners have no right to admission to a particular school of a local education agency as a consequence of enrollment in iLEAD Online, except to the extent that such a right is extended by the local education agency.

## ELEMENT M (13): RIGHTS OF SCHOOL DISTRICT EMPLOYEES

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*Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. [California Education Code Section 47605(c)(5)(M)]*

Those members of the Charter School staff who leave employment in the District to work at iLEAD Online shall not have any right to return to employment within the District without prior consent by the District.

Employees of iLEAD Online who were not previous employees of the District will not become employees of the District and will not have the right to employment within the District upon leaving the employment of iLEAD Online.

District employees cannot be required to work at iLEAD Online, nor can the District require iLEAD Online to hire District employees.

iLEAD Online will have comprehensive personnel policies and procedures that will be approved by the iLEAD Online Board of Directors and will be provided to each employee upon hire. These policies set forth personnel obligations, rights, responsibilities, complaint procedures, discipline procedures, and other pertinent policies essential to reserving a safe and harmonious work environment.

iLEAD Online does not recognize or authorize the transfer of sick/vacation leave to or from iLEAD Online. All accrual of sick/vacation leave time is subject to determination per iLEAD's policies and employee contracts.

## ELEMENT N (14): DISPUTE RESOLUTION

*Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. [California Education Code Section 47605(c)(5)(N)]*

**Disputes between the Charter School and the District**

iLEAD Online 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 Online 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 Online 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 Online 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 Online 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 Online and the District shall each bear its own costs incurred as a result of its compliance with this dispute resolution process.

**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 Online agrees to respond promptly to all reasonable inquiries from the District, including inquiries regarding its financial records.

**Internal Disputes**

Any dispute arising within iLEAD Online, whether among or between learners, staff, parents/guardians, partnering organizations or Board Members, shall be resolved pursuant to the policies and processes adopted by the Governing Board. iLEAD Online 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., child abuse reporting).

## ELEMENT O (15): SCHOOL CLOSURE

*Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. [California Education Code Section 47605(c)(5)(O)]*

Closure of iLEAD Online will be documented by official action of the Board of Directors of iLEAD Online. The action will identify the reason for closure and identify an entity, person, or persons responsible for closure-related activities.

iLEAD Online will promptly notify the parents or guardians of all learners, the District, the county office of education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the learners' school districts of residence; and the manner in which parents or guardians may obtain copies of learner records, including specific information on completed courses and credits that meet graduation requirements.

iLEAD Online will ensure that the notification to the parents and learners of the Charter School of the closure provides information to assist parents and learners in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close iLEAD Online.

iLEAD Online will also develop a list of learners in each grade level and the classes they have completed, together with information on the learners' districts of residence, which they will provide to the entity /person(s) responsible for closure-related activities.

As applicable, iLEAD Online will provide parents, learners, and the District with copies of all appropriate learner records and will otherwise assist learners in transferring to their next school. Original records for each learner will be forwarded to the district in which the learner resides. All transfers of learner records will be made in compliance with FERPA. All other records of iLEAD Online shall be transferred to the District upon iLEAD Online closure. If the District will not or cannot store the records, iLEAD Online shall work with the District or County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will also be transferred to and maintained by the entity or person(s) responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practicable, iLEAD Online will prepare final financial records. iLEAD Online will also have an independent audit completed within six months after closure. iLEAD Online will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant who is selected by iLEAD Online, who also has educational institution audit experience, and who appears on the State Controller's published list as an approved educational audit provider. The audit will be provided to the District promptly upon its completion. The final audit will include: an accounting of all financial assets,

including cash and accounts receivable; an inventory of property, equipment, and other items of material value; an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation; and an assessment of the disposition of any restricted funds received by or due to iLEAD Online.

iLEAD Online will complete and file any annual reports required pursuant to Education Code section 47604.33.

Upon closure of iLEAD Online, all assets of iLEAD Online, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by learners attending iLEAD Online, will remain the sole property of the nonprofit public benefit corporation. Any assets acquired from the District or District property will be promptly returned to the District. iLEAD Online shall return any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports. iLEAD Online will also return any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

Upon closure, iLEAD Online shall remain solely responsible for all liabilities arising from the operation of iLEAD Online.

As iLEAD Online will be operated as a nonprofit public benefit corporation, should the corporation dissolve with the closure of iLEAD Online, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies, including the filing of a final tax return.

The closure procedures identified above will be funded by iLEAD Online's reserves or other unrestricted funding sources.

## MISCELLANEOUS CHARTER PROVISIONS

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**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 Online's financial statements, including a budget for the first year of the renewal term and cash flow and financial projections for the next fives years of the charter term, are enclosed in Appendices K and L.

iLEAD Online 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 Online'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 Online. iLEAD Online 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 Online'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 Online 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 Online shall provide reports to the District in accordance with Education Code Section 47604.33 as follows and may provide additional fiscal reports as requested by the District:

- On or before July 1, a preliminary budget
- On or before July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5
- On or before December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of iLEAD Online'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 Online'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 Online 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 Online's insurer. iLEAD Online shall furnish to the District upon request certificates or evidence of such insurance.

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

iLEAD Online 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 Online 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 Online operates an administrative facility at:
3720 Sierra Hwy.
Acton, CA 93510

iLEAD Online 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 Online 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 Online's budget.

**Transportation**

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

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

**Attendance Accounting**

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

**Community Impact**

iLEAD Online 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 Online provides individualized learning plans and self-paced, online courses that are often not available in conventional classrooms. We ensure that we do not duplicate any programs currently offered by the district, but rather provide an alternative path for students who benefit from a more flexible, innovative approach to education. This allows students to pursue a tailored educational experience that aligns with their learning styles, while helping to alleviate overcrowding and address individual learner needs within the district.

Our goal is to collaborate with, not compete against, local districts, ensuring a balanced and

complementary relationship that enriches the overall educational ecosystem and offers the best possible outcomes for all students.

## CONCLUSION

By approving this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; encourage the use of different and innovative teaching methods; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioner is eager to work independently yet cooperatively with the District to raise the bar for what a charter school can and should be. To this end, the Petitioner pledges to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible petition requesting a five-year charter term.

# Appendix A

# 2024 - 2025

## iLEAD Online

Track A - Independent Study

### August

19 - First Day of School

### September

2 - Labor Day

12 - 13 - K-5 Assessments

26 - 27 - Individualized Learning Plans

### October

4 - Individualized Learning Plans

7 - 8 - Mid-Fall Break, Staff Professional Development

### November

11 - Veterans Day

25 - 29 - Fall Break

### December

20 - Fall Semester Ends

20 - Reports of Progress Sent Home

23 - Jan 13 - Winter Break

### January

13 - Staff Professional Development

14 - Spring Semester Begins

20 - Martin Luther King, Jr.

23 - 24 - Learner Led Conferences

31 - Learner Led Conferences

### February

17 - Presidents' Day

### March

### April

Mar 31 - 4 Apr - Spring Break

### May

15 - 16 - K-5 Assessments

26 - Memorial Day

2 - Jun 12 - Learner Showcases

### June

13 - Last Day of School

2024

July 2024

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

August 2024

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

September 2024

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

October 2024

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

November 2024

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

December 2024

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

2025

January 2025

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

February 2025

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

March 2025

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

April 2025

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

May 2025

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

June 2025

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

| LP | LP Dates | Days |
|---|---|---|
| 1 | 8/19/24 - 9/13/24 | 19 |
| 2 | 9/16/24 - 10/11/24 | 18 |
| 3 | 10/14/24 - 11/8/24 | 20 |
| 4 | 11/12/24 - 12/20/24 | 24 |
| 5 | 1/14/25 - 2/7/25 | 18 |
| 6 | 2/10/25 - 3/7/25 | 19 |
| 7 | 3/10/25 - 3/28/25 | 15 |
| 8 | 4/7/25 - 5/2/25 | 20 |
| 9 | 5/5/25 - 6/4/25 | 22 |

Semester start & end dates

Holidays/Vacation Breaks

Individualized Learning Plans, Assessments, Learner Led Conferences, Learner Showcases

Learning Period End Dates

Board Approved December 7, 2023 24-25 TrA v2312281100 Total Days 175 S1 81 S2 94 P-1 81 P-2 133

# 2024 - 2025

## iLEAD Online

Track C - Independent Study

### July
1 - First Day of School
4 - Independence Day

### August
16 - Last Day of Track C Summer
19 - 23 -Track C Summer Break
26 - First Day of Track C Full Year

### September
2 - Labor Day
12 - 13 - K-5 Assessments
26 - 27 - Individualized Learning Plans

### October
4 - Individualized Learning Plans
7 - 11 - Mid-Fall Break, Staff Professional Development

### November
11 - Veterans Day
25 - 29 - Fall Break

### December
20 - Fall Semester Ends
20 - Reports of Progress Sent Home
23 - Jan 20 - Winter Break

### January
21 - Spring Semester Begins
20 - Martin Luther King, Jr.
23 - 24 - Learner Led Conferences
31 - Learner Led Conferences

### February
17 - Presidents' Day

### March
Mar 3 - 7 Mar - Break

### April
Mar 31 - Apr 11 - Spring Break

### May
12 - Jun 15 - Learner Showcases
16 - Last Day of School

## 2024

**July 2024**

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

**August 2024**

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

**September 2024**

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

**October 2024**

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

**November 2024**

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

**December 2024**

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

## 2025

**January 2025**

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

**February 2025**

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

**March 2025**

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

**April 2025**

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

**May 2025**

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

**June 2025**

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

| LP | LP Dates | Days |
|---|---|---|
| 1 | 7/1/24 - 7/26/24 | 19 |
| 2 | 7/29/24 - 8/16/24 | 15 |
| 3 | 8/26/24 - 9/13/24 | 14 |
| 4 | 9/16/24 - 10/18/24 | 20 |
| 5 | 10/21/24 - 11/15/24 | 19 |
| 6 | 11/18/24 - 12/20/24 | 20 |
| 7 | 1/21/25 - 2/7/25 | 14 |
| 8 | 2/10/25 - 3/7/25 | 14 |
| 9 | 3/10/25 - 3/28/25 | 15 |
| 10 | 4/14/25 - 5/16/25 | 25 |

Semester start & end dates
Holidays/Vacation Breaks
Individualized Learning Plans, Assessments, Learner Led Conferences, Learner Showcases
Learning Period End Dates

Board Approved December 7, 2023 24-25 TrA v2406130835 Total Days 175 S1 107 S2 68 P-1 107 P-2 150

# Appendix B

# Graduation Requirements

## College/Career Ready Graduation Requirements

**iLEAD Online requires a total of 220 credits in the following areas for a UC a-g aligned diploma. Typically, learners earn five (5) credits for each course in which they receive a semester grade of "D" or better. Click HERE for the list of UC a-g approved courses.**

| Course Title | Credits |
|---|---|
| **Math** | |
| Three years, including Algebra I (four years recommended) | 30 |
| **English** | |
| Four years | 40 |
| **Science** | |
| Biological Science, with lab | 10 |
| Physical Science, with lab | 10 |
| Recommended but not required third year | (10) |
| **Social Studies/Social Studies Electives** | |
| World History | 10 |
| US History | 10 |
| American Government | 5 |
| Economics | 5 |
| **World Language Other Than English** | |
| Two years (3 recommended) | 20 |
| **Visual and Performing Arts OR Career and Technical Education** | |
| One year VAPA (UC Required) | 10 |
| 1 CTE Pathway (Recommended) | (20) |
| **Physical Education** | |
| One year (two recommended) | 10 |
| **Electives** | |
| One year A-G College Prep Elective | 10 |
| Various Electives | 50 |
| **Total Credits Needed** | **220** |




## Graduation Requirements

**iLEAD Online requires a total of 180 credits in the following areas for a standard diploma. Typically, learners earn five (5) credits for each course in which they receive a semester grade of "D" or better. Graduating with this diploma requires permission from school administration to be waived from the College/Career Ready Diploma requirements.**

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

# Appendix C

# iLEAD Online
# SAMPLE
# Professional Development Schedule
## *10:00-11:00 AM Weekly on Thursdays*

| Month | Topic | Presenter/Notes/ Comments |
|---|---|---|
| **August** | **Design EDU**<br>• Teambuilding<br>• Love and Logic<br>• Restorative Practice<br>• Learner Outcomes (Toolkit and Rubrics)<br>• Keys to Success: Effective Interventions in a Virtual School<br>• Brightspace 101 and 201<br>• Building Digital Literacy<br>• AI in the Virtual Classroom<br>• Figjam<br>**State and Local Required Training**<br>• Mandated Reporter<br>• Sexual Harassment<br>• Title IX<br>• Workplace Violence<br>• Injury Illness and Prevention<br>• iLEAD Online Policies and Procedures<br>**MAP**<br>• How to test: MAP Growth (K-12) and MAP Reading Fluency (TK-5) | |
| **September** | **First Fridays:**<br>• Math and Literacy Collabs<br>**Fall MAP Data Dives**<br>• K-8<br>• High School<br>**Progress Tracker**<br>• MTSS Implementation and Progress Monitoring<br>**Leadership Notebooks/Portfolios**<br>• How to incorporate the iLEAD Learner Outcomes, SEL and Academic progress | |

| | | |
|---|---|---|
| **October** | **First Fridays:**<br>● Math and Literacy Collabs<br>**Student Support Symposium**<br>● Inclusion<br>● Co-Teaching<br>● Understanding and implementing accommodations<br>**Project-based Learning**<br>● Intro to iLEAD PBL<br>● Critical Friends Protocols<br>**State and Local Required Training**<br>● Integrated Pest Management<br>● Heat Illness Prevention<br>● Bullying | |
| **November** | **First Fridays:**<br>● Math and Literacy Collabs<br>**Reports of Progress**<br>● Grading Policy<br>● Academic and Social-Emotional Narratives<br>● Learner Outcome Self-Reflection Surveys<br>**EL**<br>● How to Engage Our EL Learners in the virtual classroom<br>● Understanding EL levels, reclassification criteria, and appropriate supports<br>**State and Local Required Training**<br>● Students Experiencing Homelessness<br>● Youth and Suicide Prevention<br>● Slips, Trips and Falls | |
| **December** | **First Fridays:**<br>● Math and Literacy Collabs<br>**Learner-Led Conferences**<br>●<br>**Reports of Progress**<br>● Workburst | |
| **January** | **First Fridays:**<br>● Math and Literacy Collabs<br>**Counselors:**<br>● How to manage data<br>● How to collaborate with educational partners; parents, coaches, etc. to capture and track progress<br>**Mid-Year Data Dives** | |

| | | |
|---|---|---|
| | • K-8<br>• High School<br>**Project-based Learning**<br>• PBL 2.0 (2nd semester planning)<br>• Critical Friends Protocols<br>**State and Local Required Training**<br>• Deescalation Strategies<br>• Cyber Security | |
| **February** | **First Fridays:**<br>• Math and Literacy Collabs<br>**PFT (Physical Fitness Test)**<br>• 5th, 7th, and 9th Administration and Tracking<br>**CAASPP Test Administrator/Test Examiner**<br>• Administration How To's<br>Universal tools + Designated supports | |
| **March** | **First Fridays:**<br>• Math and Literacy Collabs<br>**State and Local Required Training**<br>• Conflict Management<br>• Stress Management | |
| **April** | **First Fridays:**<br>• Math and Literacy Collabs<br>**Learner Showcases**<br>• Planning for Successful Year-End Learner Showcases<br>**Educational Partner Surveys**<br>• Analysis of Survey Results from Learner, Parent, and Staff | |
| **May** | **First Fridays:**<br>• Math and Literacy Collabs<br>**Learner Outcomes**<br>• 2nd Semester Self-Reflection Surveys<br>**ROPS**<br>• Workburst | |

# Appendix D

# iLEAD Online

## 2024–2025 Local Control Accountability Plan

# School at a Glance

### Learner Outcomes

**Lifelong Learner** | **Empathetic Citizen** | **Authentic Individual** | **Design Thinker**

Grades TK-12
249 Learners
58 Staff

12% Students with Disabilities
3% English Learners
.5% Homeless/Foster Youth
49% Socioeconomically Disadvantaged

12% African American
.8% American Indian
38% Hispanic/Latino
.5% Filipino and 6% Asian
32% White
8% Two or More Races

# Highlights

## Greatest Progress

20% increase in graduation rate

21% decrease in high school dropout rate

97% (5% increase) of parents/guardians feel that the curriculum, courses and resources available through the school/program are engaging/motivating and meet their learners' needs.

29 point improvement for socioeconomically disadvantaged learners in ELA on CAASPP

5 point improvement for socioeconomically disadvantaged learners in Math on CAASPP

98% (9% increase) of learners reported positive school-teacher relationships

## Greatest Needs

Continue to increase learner achievement for all in ELA and Math through data analysis, focused instruction, MTSS, and assessment and monitoring systems. Measured by MAP and CAASPP.

Continue to foster a culture of 7th-12th grade college/career readiness. Measured by college career indicators on the California Dashboard, postsecondary engagement, and Panorama surveys.

# LCAP

Local Control Accountability Plan
[state plan for funding aligned with metrics and state priorities]

## GOALS

### AWAKEN

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

### BUILD

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

### CHAMPION

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

## Maintenance Actions

**1.1** Maintain Safe, Clean, Welcoming School Facilities
**1.2** Fund High-Quality Staff
**1.3** Fund High-Quality Staff Who Bridge Learning Gaps
**1.4** Inclusively Collaborate with Educational Partners
**1.5** Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils
**2.1** Ensure Access to Standards-Aligned, Tier I Instructional Materials
**2.2** Ensure Access to Standards-Aligned, Tier II and III Instructional Materials
**2.5** Foster a Staff Culture of Excellence through Lifelong Learning
**3.1** Commit to Proactive and Restorative Discipline Practices
**3.2** Implement Multi-Tiered Systems of SEL Support
**3.3** Provide Access to High-Quality Counseling
**3.4** Increase Counseling and Services for High-Needs Learners
**3.5** Nurture a Safe and Engaging School Environment That Learners Are Excited About

## Improvement Actions

**1.6** Promote College and Career Readiness through Individualized Learning
**1.7** Build Social Capital and Recognize and Celebrate Learner Achievement
**2.3** Deliver Effective ELD Programming
**2.4** Implement MTSS and PBL Instruction and Assessment with Fidelity

## Bridging Gaps for Unduplicated Learners:

**1.3** Fund High-Quality Staff Who Bridge Learning Gaps
**1.5** Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils
**2.2** Ensure Access to Standards-Aligned, Tier II and III Instructional Materials
**2.3** Deliver Effective ELD Programming
**3.4** Increase Counseling and Services for High-Needs Learners

# Appendix E

# 23-24 iLEAD Online Parent/Guardian Educational Partner Survey

## 1

### Family Engagement

"We are extremely grateful to have our son with iLead Online! As a 2e/AuDHD child, the program works extremely well for my son and our family."



**100% Favorable**



**92% Favorable**

## 2

### School Climate

"They offer regular feedback, guidance, and effective communication like text and email. We feel connected and supported even in online learning."

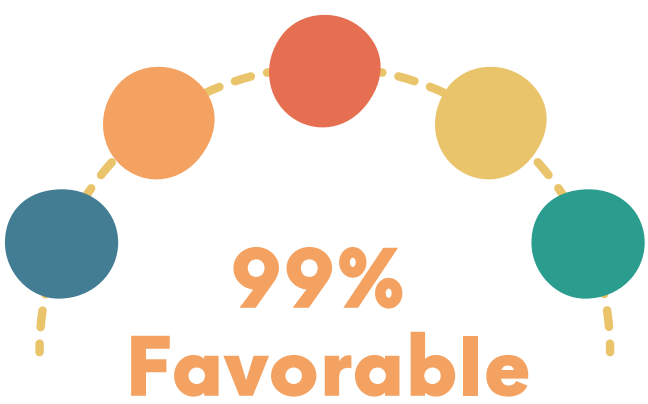
## 3

### School Engagement

"The coaches and facilitators are key. They foster a safe and stimulating space for learning. Encouragement is one of most important thing the school does to create a positive independent experience."



**97% Favorable**



**99% Favorable**

## 4

### School Learning Strategies

"iLead Online provides a variety of opportunities to meet social, emotional, and academic needs -- and employs a voice and choice model that allows learners to have a say in their assignments and projects."

## 5

### Teacher-Student Relationships

"iLEAD Online facilitates an environment of effective open communication with students and families."



**98% Favorable**

# Appendix F

# California Secretary of State

**Business Programs Division**
1500 11th Street, Sacramento, CA 95814

**Request Type:** Certified Copies
**Entity Name:** ILEAD ONLINE CHARTER SCHOOL
**Formed In:** CALIFORNIA
**Entity No.:** 4040870
**Entity Type:** Nonprofit Corporation - CA - Public Benefit

**Issuance Date:** 08/10/2023
**Copies Requested:** 1
**Receipt No.:** 004638400
**Certificate No.:** 136652328

**Document Listing**

| Reference # | Date Filed | Filing Description | Number of Pages |
|---|---|---|---|
| B1944-7919 | 08/07/2023 | Amendment | 1 |

** **** ****** ******** End of list ******** ****** **** **

I, SHIRLEY N. WEBER, PH.D., California Secretary of State, do hereby certify on the Issuance Date, the attached document(s) referenced above are true and correct copies and were filed in this office on the date(s) indicated above.

**IN WITNESS WHEREOF**, I execute this certificate and affix the Great Seal of the State of California on August 10, 2023.

**SHIRLEY N. WEBER, PH.D.**
**Secretary of State**

To verify the issuance of this Certificate, use the Certifcate No. above with the Secretary of State Certification Verification Search available at **biz**fileOnline.sos.ca.gov.

P

# CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION ILEAD ONLINE CHARTER SCHOOL (4040870)

For Office Use Only

**-FILED-**

File No.: BA20231254493

Date Filed: 8/7/2023

The undersigned certify that:

1. They are the Chairman of the Board and Secretary, respectively, of iLEAD Online Charter School, a California nonprofit public benefit corporation.

2. Article **II. B.** of the Articles of Incorporation of this Corporation is amended to read as follows:

   The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools and to develop, modify, sell and support online educational courses for students in grades TK through 12th grade.

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

4. The Corporation has no members.

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

Date: 8/2/23

Brent Pellico, Chairman of the Board

Date: 8/2/23

Chris Bojorquez, Secretary

4863-4999-5863, v. 2

B1944-7919 08/07/2023 5:00 PM Received by California Secretary of State

Certificate Verification No.: 136652328 Date: 08/10/2023

I.

The name of the corporation is iLEAD Online Charter School ("Corporation").

II.

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

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

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Amber Raskin
3720 Sierra Highway, Suite A
Acton, CA 93510

IV.

The initial street and mailing address in the State of California of this Corporation is:

3720 Sierra Highway, Suite A
Acton, CA 93510

V.

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

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

except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of the Corporation, and the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from taxation under section 501(a) of the Code as an organization described in section 501(c)(3) of the Code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Code.

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

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

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

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

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

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

**VI.**

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation for one or more exempt purposes within the meaning of section 501(c)(3) of the Code, or shall distribute such assets to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of

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

**VIII.**

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

Dated: June 30, 2017

Amber Raskin, Incorporator

I hereby declare that I am the person who executed the foregoing Articles of Incorporation which execution is my act and deed.

Amber Raskin, Incorporator

I hereby certify that the foregoing transcript of 3 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

JUL 03 2017

Date: _____

ALEX PADILLA, Secretary of State

# Appendix G

**FIRST AMENDED BYLAWS OF**

**ILEAD ONLINE CHARTER SCHOOL**

**a California Nonprofit Public Benefit Corporation**

## ARTICLE I
## OFFICES

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

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

## ARTICLE II
## OBJECTIVES AND PURPOSES

The specific objectives and purposes of this corporation are described in its articles of incorporation.

## ARTICLE III
## NONPARTISAN ACTIVITIES

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

## ARTICLE IV
## DEDICATION OF ASSETS

The properties and assets of this corporation are irrevocably dedicated to the charitable purposes described in Article III above and in the articles of incorporation of this corporation. No part of the net earnings, properties, or assets of this corporation, on dissolution or otherwise, shall inure to the benefit of its directors or officers, or to any individual. On

liquidation or dissolution of this corporation, all remaining assets of this corporation shall be distributed as set forth in its articles of incorporation.

## ARTICLE V
## MEMBERSHIP

Section 1. NO MEMBERS. The corporation shall not have any members.

Section 2. ASSOCIATES. Nothing in this Article V shall be construed as limiting the right of the corporation to refer to persons associated with it as "members" even though such persons are not members of the corporation, and no such reference shall make anyone a member within the meaning of Section 5056 of the California Corporations Code (the "Code"), including honorary or donor members. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the board of directors, but may not vote. The corporation may confer by amendment of its articles of incorporation or these bylaws some or all of the rights of a member, as set forth in the Law, upon any person who does not have the right to vote for the election of directors, on a disposition of substantially all of the corporation's assets, on the merger or dissolution of it, or on changes to its articles of incorporation or bylaws, but no such person shall be a member within the meaning of Section 5056. The board of directors may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

Section 3. AUTHORITY VESTED IN THE BOARD. Any action that would otherwise require approval by a majority of all members or approval by the members requires only approval of the board of directors. All rights that would otherwise vest under the Law in the members will vest in the board of directors

## ARTICLE VI
## DIRECTORS

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

(a) To approve personnel policies and monitor their implementation; to select and remove certain officers, agents, and employees of the corporation; prescribe any powers and duties for them that are consistent with law, with the articles of incorporation, and with these bylaws; and fix their compensation.

(b) To conduct, manage, and control the affairs and activities of the corporation and to make such rules and regulations that are consistent with law, the articles of

incorporation, and these bylaws, as they deem to be appropriate and in the best interests of the corporation.

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

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

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

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

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

(h) To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey, or otherwise dispose of real and personal property.

Section 2. NUMBER AND ELECTION OF DIRECTORS.

(a) The board of directors shall be comprised of between three (3) and five (5) members, with the exact number to be determined from time to time by the board, unless and until changed by amendment of these Bylaws. Directors shall be elected by the vote of a majority of directors then in office. All directors shall have full voting rights, including any representative appointed by the Acton-Agua Dulce Unified School District under Education Code Section 47604(c).

(b) The qualifications for directors are generally the ability to attend board meetings, a willingness to actively support and promote the corporation, and a dedication to its charitable endeavors. The board shall strive for members to represent the general community,

to have legal, financial and pedagogical experience, or other skills and expertise, to effectively govern the charter school.

(c) The Board of Trustees of the Acton-Agua Dulce Unified School District may appoint one representative to serve on the board pursuant to Education Code Section 47604(c).

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

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

Section 5. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the chairman of the board, if any, or to the president, or the secretary, or to the board of directors. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the board of directors may elect a successor to take office as of the date when the resignation becomes effective. Except upon notice to the Attorney General of California, no director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs.

Section 6. REMOVAL OF DIRECTORS. A director may be removed at any time with or without cause by a majority of the directors then in office.

Section 7. VACANCIES. Vacancies on the board of directors shall be filled by the existing board of directors. Each director elected to fill a vacancy shall hold office until the expiration of the term of the replaced director and until a successor is elected.

Section 8. PLACE OF MEETINGS AND MEETINGS BY TELEPHONE. Any meeting of the board of directors may be held at any place within or outside the State of California that has been designated from time to time by resolution of the board or in the notice of the meeting. In the absence of such designation, meetings shall be held at the principal executive office of the corporation. Any meeting, including annual, regular or special, may be held by conference

telephone or similar communication equipment, so long as all directors participating in the meeting can hear one another. All such directors shall be deemed to be present in person at such telephonic meeting. Notwithstanding anything in these bylaws to the contrary, for so long as the corporation is authorized to and operates a California charter school, all meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act and Education Code section 47604.1, as amended from time to time.

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

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

Notice of the time and place of special meetings shall be given in accordance with the Ralph M. Brown Act.

Section 11. QUORUM. A majority of the authorized number of directors then in office shall constitute a quorum for the transaction of business, except to adjourn as provided in Section 13 below. Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the board of directors, subject to the more stringent provisions of the Law or other applicable laws.

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

Section 13. ADJOURNMENT. A majority of the directors present, whether or not constituting a quorum, or if all Directors are absent then the clerk or Secretary, may adjourn any meeting to another time and place in compliance with Section 54955 of the Ralph M. Brown Act.

Section 14. FEES AND COMPENSATION. Directors and members of committees shall receive no compensation for their services; provided however, that directors and members of committees may receive reimbursement of actual and necessary out-of-pocket expenses incurred when conducting the corporation's business.

## ARTICLE VII
## COMMITTEES

Section 1. COMMITTEES OF DIRECTORS. The board of directors may, by resolution adopted by a majority of the directors then in office, designate one or more committees, each consisting of two or more directors, to serve at the pleasure of the board. Appointments to such committees shall be by a majority vote of the directors then in office. The board may designate alternate members of any committee, who may replace any absent member at any meeting of the committee. Any committee exercising the authority of the board must be comprised only of directors then in office. No committee may do any of the following::

(a) undertaking any final action on any matter that, under the Law, also requires approval of the board of directors;

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

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

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

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

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

## ARTICLE VIII
## OFFICERS

Section 1. OFFICERS. The officers of the corporation shall be a president, a secretary, and a treasurer. The corporation may also have, at the discretion of the board of directors, a chairman of the board, one or more vice presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed in

accordance with the provisions of Section 3 of this Article VIII. Any number of offices may be held by the same person, except that neither the secretary nor the treasurer may serve concurrently as the president or the chairman of the board.

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

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

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

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

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

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

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

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

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

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

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

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

## ARTICLE IX
## INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES

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

Section 2. INDEMNIFICATION IN ACTIONS BY THIRD PARTIES. To the fullest extent permitted by law, the corporation shall have power to indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of the corporation to procure a judgment in its favor, an action brought under Section

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

Section 3. OTHER INDEMNIFICATION. No provision made by the corporation to indemnify its directors or officers for the defense of any proceeding, whether contained in the articles of incorporation, bylaws, a resolution of directors, an agreement, or otherwise, shall be valid unless consistent with this Article IX and the Law. Nothing contained in this Article IX shall affect any right to indemnification to which persons other than such directors and officers may be entitled by contract or otherwise.

Section 4. INSURANCE. The corporation shall have the power to purchase and maintain insurance to the full extent permitted by law on behalf of any agent of the corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such.

## ARTICLE X
## RECORDS AND REPORTS

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

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

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

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

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

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

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

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

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

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

Section 5. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, the corporation shall annually prepare and mail or deliver to each director within 120 days after the corporation's fiscal year end, a statement containing any information required by Section 6322 of the Code with respect to the preceding year.

## ARTICLE XI
## GENERAL MATTERS

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

Section 2. CORPORATE CONTRACTS AND INSTRUMENTS; HOW EXECUTED. Except as otherwise provided in these bylaws, the board of directors may authorize any officer or officers,

agent or agents, to enter into any contract or execute any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances; and, unless so authorized or ratified by the board of directors or within the agency power of an officer, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or for any amount.

Section 3. CONSTRUCTION AND DEFINITIONS. Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the Law shall govern the construction of these bylaws. Without limiting the generality of the foregoing, the singular number includes the plural, the plural number includes the singular, the masculine gender includes the feminine and neuter, and the term "person" includes both a corporation and a natural person. All references in these bylaws to the Law or to the Code shall be deemed to be those in effect from time to time.

## ARTICLE XII
## AMENDMENTS

New bylaws may be adopted or these bylaws may be amended or repealed by the board of directors.

**CERTIFICATE OF SECRETARY**

The undersigned, being the duly elected and acting Secretary of iLEAD Online Charter School, a California nonprofit public benefit corporation, does hereby certify that the foregoing First Amended Bylaws constitute the Bylaws of this corporation as duly adopted at a meeting of the Board of Directors on May 27, 2020.

IN WITNESS WHEREOF, the undersigned has executed this Certificate this 27th of May, 2020.

Secretary

# Appendix H

September 5, 2024

Kate Wolfe
Director
iLEAD Online
3720 Sierra Highway Suite A
Acton, CA 93510

***Sent via Email***

Re: iLEAD Online – CDS #19-75309-0136531

To whom it may concern,

iLEAD Online has been a member of the El Dorado County Charter SELPA since July 2017. iLEAD Online is a member in good standing and has demonstrated the commitment and capacity to function as an LEA for special education services.

Please contact me if you have any questions.

Sincerely,

Ginese Quann
Executive Director

GQ:af

# Appendix I

Conflict of Interest Code
of the

# iLEAD Online Charter School

Incorporation of FPPC Regulation 18730 (2 California Code of Regulations, Section 18730) by Reference

The Political Reform Act (Government Code Section 81000, *et seq.*) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 Cal. Code of Regs. 18730), which contains the terms of a standard conflict of interest code. After public notice and hearing, it may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730, and any amendments to it duly adopted by the Fair Political Practices Commission, are hereby incorporated into the conflict of interest code of this agency by reference. This regulation and the attached Appendices (or Exhibits) designating officials and employees and establishing economic disclosure categories shall constitute the conflict of interest code of this agency.

Place of Filing of Statements of Economic Interests

All officials and employees required to submit a statement of economic interests shall file their statements with the agency head; or his or her designee. The agency shall make and retain a copy of all statements filed by its Members of the Board of Directors and the School Director and forward the originals of such statements to the Executive Office of the Board of Supervisors of Los Angeles County.

The agency shall retain the originals of statements for all other Designated Positions named in the agency's conflict of interest code. All retained statements, original or copied, shall be available for public inspection and reproduction (Gov. Code Section 81008).

# iLEAD Online Charter School

## EXHIBIT "A"

**CATEGORY 1**
Persons in this category shall disclose all interest in real property which is located in whole or in part within two (2) miles of any facility utilized by iLEAD Online Charter School, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.

Persons are not required to disclose a residence, such as a home or vacation cabin, used exclusively as a personal residence; however, a residence in which a person rents out a room or for which a person claims a business deduction may be reportable.

**CATEGORY 2**
Persons in this category shall disclose all investments and business positions in, and sources of income (including gifts, loans and travel payments) that are from, business entities engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type utilized by iLEAD Online Charter School.

**CATEGORY 3**
Persons in this category shall disclose all investments and business positions in, and sources of income (including gifts, loans and travel payments) that are from, business entities engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type utilized by the designated position's department.

**CATEGORY 4**
Persons in this category shall disclose all income (including gifts, loans and travel payments) from any iLEAD Online Charter School employee or any known representative or association of such employee or any business known by the reporting official to be owned or controlled by such employee.

# iLEAD Online Charter School

## EXHIBIT "B"

| Designated Positions | Disclosure Categories |
|---|---|
| Member, Board of Directors | 1, 2, 4 |
| School Director | 1, 2, 4 |
| Consultants/New Positions* | |

* Consultants/New Positions are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitations:

The School Director or his or her designee may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with disclosure requirements in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The School Director or his or her designee’s determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Gov. Code Section 81008.)

Individuals who perform under contract the identical duties of any designated position shall be required to file Statements of Economic Interests disclosing reportable interests in the categories assigned to that designated position.

## EFFECTIVE: 10/28/2020

| | |
|---|---|
| **Policy Category** | Governance |
| **Policy Name** | Conflict of Interest Policy |
| **Table of Contents #** | |
| **Board Approval Date** | 12/13/17 |
| **District Required** | Yes____ No____ |
| **Committee Names** | Legal Counsel |

# CONFLICT OF INTEREST POLICY

## ARTICLE I
## PURPOSE

Section 1. PURPOSE. The purpose of this conflict of interest policy ("Policy") is to protect _____'s ("School") interests when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the School or might result in a possible excess benefit transaction. This Policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to charter schools.

## ARTICLE II
## DEFINITIONS

Section 1. INTERESTED PERSON. Any director, officer, or member of a committee with Board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

Section 2. FINANCIAL INTEREST. A person has a financial interest if the person has, directly or indirectly, through business, investment or family:

a) An ownership or investment interest in any entity with which the School has a transaction or arrangement;

b) A compensation arrangement with the School or with any entity or individual with which the School has a transaction or arrangement; or

c) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the governing Board decides that a conflict of interest exists.

## ARTICLE III
## PROCEDURES

Section 1. DUTY TO DISCLOSE. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors considering the proposed transaction or arrangement.

Section 2. DETERMINING WHETHER A CONFLICT EXISTS. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall recuse him/herself, and leave the Board meeting while the determination of a conflict of interest is discussed and voted upon. The remaining financially disinterested Board members shall decide if a conflict of interest exists.

Section 3. PROCEDURES FOR ADDRESSING THE CONFLICT. The procedures for addressing the conflict of interest are:

a) An interested person should disclose his/her potential conflict of interest at the Board meeting. Then he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b) The Board President shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c) After exercising due diligence, the Board shall determine whether the School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the School's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

Section 4. VIOLATIONS OF THE POLICY. Violations of the conflict of interest policy include:

a) If the Board has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

## ARTICLE IV
## RECORDS OF PROCEEDINGS

Section 1. RECORDS OF PROCEEDINGS. The minutes of the Board shall contain:

a) The names of persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed.

b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

## ARTICLE V
## COMPENSATION

Section 1. COMPENSATION. A member of the Board who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.

* * * * *

# Appendix J

iLEAD Online

# Fiscal Policies & Procedures

Board Approved: September 7, 2023

Board Approved: _____

## I. OVERVIEW AND GENERAL BUSINESS POLICIES

A. Principles of Fiscal Management

The Board of Directors (the "Board") of iLEAD Online, (or "iLEAD Online"), a California non-profit public benefit corporation operating iLEAD Online, a public charter school (or "School"), has reviewed and adopted the following policies and procedures to ensure the most effective use of the funds of the School to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

iLEAD Online will maintain in effect the following principles in its ongoing fiscal management practices to ensure that:

1. The Board approves financial policies and procedures, delegates administration of the policies and procedures to the School Director, and reviews reports on operations and activities on a regular basis.
2. The Governing Board and School Director have responsibility for all operations and activities related to financial management. Day-to-day fiscal operations and responsibility is overseen by the School Director, Business Manager, and contracted services with shared service provider, under the direction and supervision of the Board and School Director.
3. In the absence of the School Director, the governing board may appoint someone else to perform the School Director 's responsibilities described herein, during the period of absence.
4. Financial duties and responsibilities must be appropriately segregated so that no one employee has sole control authorizing transactions, recording financial transactions, and custody of assets. A list of Board and School Director 's authorized designees and their scope of responsibility within this fiscal policy will be kept and presented to the board to ensure segregation of duties.
5. Expenditures are authorized by and in accord with the Board-adopted budget,
6. The iLEAD Online's funds are managed and held in a manner that provides a high degree of protection of iLEAD Online's assets.
7. All transactions are recorded and documented in an appropriate manner, and recorded and documented digitally or by ink.

B. Authorized Signers

1. The Board authorizes the following iLEAD Online officials (each an "Authorized Signer") to execute duly-approved contracts, purchases, and expenditures, and to endorse checks, drafts, and orders for the payment, withdrawal, or transfer of money in the name of and on behalf of the School: Board members, officers, School Director, and/or School Director designee. The School Director may designate necessary and appropriately trained staff in accordance with appropriate internal controls.

C. Financial Reports

1. In consultation with the School Director or designee, the Board will be presented an annual financial budget, and revised budget, as required by the law. District, State, and Federal reports will be presented to the board as required by law.
2. The School Director and Board will regularly review financial reports, such as: balance sheet, budget-to-actuals, cash flow, and payment register at Board meetings.
3. The School Director and Board will review additional financial reports, as needed or requested.

D. Annual Financial Audit

1. The Board shall annually contract for the services of an independent certified public accountant to perform the School's annual fiscal audit. The audit shall include, but not be limited to
    a. an audit of the accuracy of iLEAD Online's financial statements,
    b. an audit of iLEAD Online's attendance accounting and revenue claims practices,
    c. review of iLEAD Online's internal controls over financial reporting.
2. If the school expends over the federal limit, a Single Audit shall be conducted, and the audit shall be prepared in accordance with any relevant Office of Management and Budget audit circulars.
3. The Audit shall be completed, reviewed by the Board, and submitted to the charter-granting agency authorizer, the County Superintendent of Schools, the Office of the California State Controller, and the California Department of Education prior to the statutory deadline (generally on or before December 15 of each year).

## II. PURCHASING, PROCUREMENT AND VENDOR PAYMENT

A. Purchases

1. The School Director or designee may authorize expenditures and may sign related contracts within the approved budget. The governing board must review all expenditures. This will be done via approval of a payment register, which lists all payments issued during a set period of time, and includes payee, date, and amount. A Board approved list of Board and School Director 's authorized designees will be maintained.
2. The Board may, by majority vote, delegate to the School Director or School Director designee the authority to enter into contracts on behalf of iLEAD Online. For contracts exceeding $50,000, to be valid or to constitute an enforceable obligation against iLEAD Online, all such contracts must be approved and/or ratified by the Board.
3. The School Director or School Director designee(s) approves invoices and purchases.
4. When approving purchases, the School Director or School Director designee must:
    a. Follow the Procurement Policy, as applicable;
    b. Determine if the expenditure is budgeted;
    c. Determine if funds are currently available for expenditures (i.e. cash flow);
    d. Determine if the expenditure is allowable under the appropriate revenue source;

e. Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations; and
f. Determine if the price is competitive and prudent.

5. Asset purchases with a cost basis of $5,000 or more and a useful life of more than one year should be capitalized and depreciated. Remodeling and replacement costs for integral structural components should only be capitalized when their cost exceeds $50,000. Depreciation or amortization should be calculated using the straight-line basis over the useful life of an asset unless board policy establishes an alternative depreciation method
6. Any individual making an authorized purchase on behalf of iLEAD Online must provide appropriate documentation of the purchase (such as itemized receipt, etc.).
7. Individuals other than those specified above are not authorized to make purchases without approval.
8. Individuals who use personal funds to make unauthorized purchases will not be reimbursed.
9. Authorized purchases will be promptly reimbursed upon receipt of appropriate documentation of the purchase.
10. Employees will not make personal long distance calls on the telephones without prior approval from a supervisor. Employees will reimburse the school for all personal telephone calls that result in extra charges.
11. Awards and Recognition may be permitted as follows:
    a. Gifts of public funds are not permitted.
    b. Cash awards or gift cards are not permitted.
        i. The Board of Directors encourages recognition of the services of its employees and outstanding achievement of its learners. The School Director or designee may issue awards and mementos in accordance with nominal value with the fiscal policies for such service and achievement.
        ii. The Board of Directors believes that individuals and organizations may provide contributions for long standing service to the organization. The Board believes that commending such service promotes community understanding, engagement, and retention.

B. <u>Credit Card Purchases</u>

1. Credit cards should be issued only to personnel who have a legitimate need to purchase goods and services, either in person or online, to carry out their job responsibilities when a purchase order cannot be approved in time or when the regular accounts payable process is not viable. Every staff member who is authorized to use a credit card is required to sign a credit card use policy statement. Such staff members will acknowledge policies and procedures that require the card to be used exclusively for legitimate business purposes.
2. The School Director or designee may authorize an individual to use a credit or purchase card to make an authorized purchase on behalf of the school.

a. Credit card statements will be reconciled and paid in full monthly.
b. Credit card statements of the School Director should be reviewed by at minimum a Board member. Credit card statements of other employees should be reviewed by the School Director or School Director designee.
c. Credit cards will be coded in the same fashion as other purchases.
d. Failure to follow the credit card policies may result in the loss of a credit card privilege.
e. Rewards or cash back earned through the use of the iLEAD Online's credit card are property of iLEAD Online. Use of such rewards shall be at the discretion of the School Director and should be used for the benefit of iLEAD Online.

C. Payment Authorization

1. Copies of invoices and supporting documentation will be promptly forwarded to the accounting system.
2. Once entered in the accounting system, the School Director or designee will approve the invoice and complete the required information.
3. The transaction will be recorded in the accounting system and general ledger.

D. Expense Reimbursements

1. Employees and volunteers may be reimbursed for authorized expenses.
2. Employees may be reimbursed for necessary and appropriate mileage expenses with approval from the School Director or designee. Mileage will be reimbursed at the government-mandated rate for the distance traveled, less the distance from the employee's residence to the primary work site for each direction traveled. Employees requesting mileage reimbursement must submit appropriate documentation reflecting the origin, destination, and total miles driven. Employees do not need to deduct the distance traveled from the employee's residence to the primary worksite if mileage is derived on a weekend or holiday.
3. Board members shall serve without compensation, but may be reimbursed for actual and necessary expenses. All expenses shall be approved in accordance with the fiscal policies herein.
4. School Director expense reports must be approved by a designated member of the Board (as selected at a board meeting), and be submitted to the business office for processing and payment.
5. The individual incurring authorized expenses while carrying out the duties of the school will complete and sign an expense report.
6. The School Director or School Director designee will approve the expense report, and submit it to the financial office for payment processing.
7. Petty cash may not be used for reimbursements.

E. Travel Reimbursements

1. Employees may incur expenses in the course of performing their assigned duties and responsibilities. To ensure the prudent use of public funds, the School Director or School

Director designee shall establish rules to keep such expenses to a minimum, while affording employees a reasonable level of safety and convenience.

2. The School Director or designee shall establish procedures for the approval of travel requests and the submission and verification of expense claims. The School Director or School Director designee also shall establish reimbursement rates in accordance with law and Board policy.
3. Traveling employees may be provided a per diem up to the established U.S. General Services Administration per diem rate found at http://www.gsa.gov/portal/category/100120 for any meal and incidental that is not included as part of the related event. Employees will be responsible for any excess expenses beyond the established per diem rate.
4. An employee shall obtain approval from the School Director or School Director designee prior to traveling. The School Director or School Director designee may approve travel requests in accordance with the adopted budget and upon determining that the travel is authorized or assigned by the employee's supervisor, is necessary to attend a conference or other staff development opportunity that will enhance employee performance, and/or is otherwise necessary to the performance of the employee's duties.
5. Cost saving should be emphasized, and advance planning should occur. Reasonable care should be taken to obtain competitive cost for booking of airfare and hotels.
6. Travel expenses (e.g., airfare, rental cars, hotel) should be paid for directly by iLEAD Online, when possible, and payment via reimbursement should be used sparingly. Staff should plan expenses for travel in advance.
7. Employees should use the least expensive method of ground transportation that meets the employee's schedule, and business needs (e.g. airport shuttles, taxis, car rentals, train, bus, etc.).
8. Reimbursable travel expenses may include, but are not limited to, costs of transportation, parking fees, lodging when iLEAD Online business reasonably requires an overnight stay, registration fees for seminars and conferences, and other communication expenses incurred on iLEAD Online's business, and other necessary incidental expenses. Internet access (e.g., hotel, airport, hotspot, etc.) is an allowable expense provided that the access is necessary for business purposes and not personal use.
9. iLEAD Online shall not reimburse personal travel expenses including, but not limited to, alcohol, entertainment, laundry, expenses of any family member who is accompanying the employee on iLEAD Online related business, personal use of an automobile and personal losses or traffic violation fees incurred while on company business.
10. All expense reimbursement claims should be submitted on a Travel Expense Reimbursement Form, within ten working days following return from travel. The form shall be accompanied by receipts and any explanation necessary to document that the expenses meet criteria for reimbursement.
11. The School Director or designee shall approve expense claims only upon verifying that all necessary documentation is provided and that all expenses are appropriate and

related to iLEAD Online business. If an expense claim is disallowed due to lack of documentation or inappropriate expenses, the employee may be personally responsible for any improper costs incurred.

12. When approved by the School Director or designee, an employee may be issued a credit card for use while on authorized business. Receipts documenting the expenses incurred on a credit card shall be submitted promptly following return from travel. Under no circumstances shall personal expenses be charged on a credit card, even if the employee intends to subsequently reimburse iLEAD Online for the personal charges.
13. Costs associated with upgrades are not an allowable business expense and will not be reimbursed unless approved by the School Director or School Director designee, or by a member of the Board if the request is for the School Director .
14. Sharing of vehicles is encouraged if multiple travelers from the School are traveling to the same destination. Unless there is a valid reason for taking an alternative route, employees are expected to take the shortest route to the destination. Mileage reimbursement rate covers all costs associated with operating a personal vehicle for business purposes, including gas, maintenance, repairs, insurance, licensing and registration, depreciation, and other costs. Parking fees and tolls are additionally reimbursable with appropriate backup documentation.
15. Vehicles should be shared whenever possible to minimize travel costs. No employee shall be entitled to reimbursement for travel when they are transported free of charge or by another employee who is entitled to the expense reimbursement.
16. Tips and gratuities are allowable for service industries where it is customary (e.g., restaurants, ground transportation/rideshare.) Tip should be reasonable and no more than 20%. Any amount tipped over 20% will be the responsibility of the employee. A mandatory or group surcharge above the 20% may be approved by the School Director or designee on a case by case basis.
17. Travel advances are not permitted.

## III. CONTRACTS, MOUs, AGREEMENTS

A. <u>Contracts, MOUs, Agreements</u>

1. Consideration will be made of in-house capabilities to accomplish services before contracting for them.
2. Agreements entered which obligate more than $50,000 must be approved by the Board of Directors. All other authorization rules of purchases apply to contracts. The Procurement Policy provides further direction for more details.
3. Competitive bids will be obtained where required by law, within applicable provisions of California Public Contract Code, and other applicable law, or otherwise deemed appropriate and in the best interest of iLEAD Online. The School Director will keep and

maintain a contract file evidencing the competitive bids obtained (if any were required by law).

4. Goods or services purchased with federal funds must follow federal procurement guidelines as outlined in Education Department General Administration Regulations (EDGAR), Part 80 – Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, Subpart C (Post Award Requirements), § 80.36 (Procurement).
5. Any food contract exceeding the small purchase threshold set by the US Department of Agriculture shall follow a compliant procurement protocol as outlined by the USDA, CDE, and NSLP.
6. Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors).
    a. Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect, as required by iLEAD.
    b. The School Director may also require that contract service providers list the school as an additional insured.
7. The School Director or designee will approve proposed contracts and modifications in writing, subject to the Board approval thresholds.
8. Contract service providers will be paid in accordance with approved contracts as work is performed.
9. School Director or School Director designee will be responsible for ensuring the terms of the contracts are fulfilled.
10. Potential conflicts of interest will be disclosed in writing to the School Director and Board of Directors, and the School Director and Board of Directors should be notified, if any actual conflicts arise.

## IV. BANK ACCOUNTS, RECONCILIATIONS, RECEIVABLES, CASH

A. Financial Institutions

1. All funds will be maintained at an FDIC insured financial institution.
2. If applicable, invested funds shall be maintained in high quality, short maturity (no longer than one year) liquid funds.
3. The Board will review a list of authorized check signers annually. Depending on the entity's needs, the Board may also assign dollar limits to establish classes of check signers. Check signers will be maintained in a Board approved list.
4. Check signers may delegate designated staff the authority to access bank accounts for the purpose of viewing transactions, processing electronic payments, and completing wire and bank transfers when necessary to conduct the regular operations of the entity, with the approval from an authorized signer. A Board approved list of Board and School Director 's authorized designees will be maintained and presented to the Board.

B. Bank Reconciliations

1. Bank statements will be received either electronically or by mail directly from the bank.

2. The reconciliation of the bank statement will compare the reconciled bank balance to the cash in the bank account and to the general ledger.

C. Uncleared Checks

1. Checks that have not cleared within no more than three years shall escheat to the state. The California State Controller's Unclaimed Property Law and Regulations shall be followed when escheating unclaimed checks to the state.

D. Petty Cash

1. The school may maintain a petty cash fund, but other avenues of purchasing should be considered prior and petty cash should be used only in necessary and limited circumstances. Petty cash should only be used by those who have a legitimate need to purchase goods and services, either in person , to carry out their job responsibilities when a purchase order cannot be approved in time or when the regular accounts payable process is not viable.
2. The School will designate an employee (the "Petty Cash Custodian") who will manage the petty cash fund.
3. The petty cash will be capped at $500 per resource center.
4. All petty cash will be kept in a locked cash box in a locked drawer or file cabinet. Only the Petty Cash Custodian and School Director or School Director Designee will have keys to the cash box and drawer or file cabinet. All disbursements will require documentation of purchase.
5. All disbursements will require a completed signed petty cash slip. A receipt for all purchases must be attached.
6. At all times the petty cash box will contain cash slips and cash totaling $500. Every time an individual receives cash from the box, a cash slip should be filled out and placed in the box. The individual using the petty cash to make a purchase is responsible for submitting a receipt to be attached the petty cash slip to the Petty Cash Custodian by no later than the next business day of withdrawing the petty cash.
7. When expenditures total $400 (when the Petty Cash cash balance is reduced to $100), the Petty Cash Custodian will total the disbursements, complete a Petty Cash Reimbursement Form, and obtain the approval of the School Director or School Director Designee. The supporting receipts will be attached to the reimbursement request form and forwarded to the School's financial staff and/or back office.
8. Petty cash fund reimbursement checks will be made payable to the petty cash custodian.
9. Any irregularities in the petty cash fund will be immediately reported in writing to the School Director or School Director Designee.
10. Loans will not be made from the petty cash fund.

E. Accounts Receivable

1. A schedule of aged accounts and grants receivable prepared and reviewed regularly, and appropriate collection procedures are followed.

2. Cash/checks collected at the school office will be placed directly into a sealed envelope, with a copy of the receipt and any notes, forms or other descriptions, and placed in a secure location by the office support person, until removed for deposit.
3. For shared resources expense, iLEAD Online will regularly provide a statement outlining that party's share of costs for the shared resources, and payment is due to iLEAD Online. Each party's share of costs shall be reflected in the School's financial statements as accounts receivable until paid in accordance with the resource sharing agreement. The resource sharing agreement may be amended or renewed from time to time.

F. Returned Check Policy

1. A returned-check processing fee may be charged for checks returned as non-sufficient funds (NSF). Unless otherwise pre-approved by School financial staff and/or Back Office or the School Director or designee, payment of the NSF check and processing fee should be made by cash, money order or certified check.

G. Payroll

1. Contracted service provider will prepare payroll checks, tax and retirement withholdings, tax statements, and perform other payroll support functions. School Director or School Director designee will review.
2. The Finance Department lead will ensure there is a system to establish and oversee the preparation of time and attendance reports and payroll check requests.
3. The Payroll Division lead will review payroll statements to ensure that:
    a. the salaries are consistent with staff contracts and personnel policies, and;
    b. the proper tax, retirement, disability, and other withholdings have been deducted and forwarded to the appropriate authority.

## V. FUNDRAISING

A. Fundraising

1. Projects for the raising of funds shall in general contribute to the educational experience of learners.
2. Fundraising shall be done in accordance with best business practices including sound budgetary and accounting procedures.
3. iLEAD Online shall not be obligated to pay for any expenditure or contract made for a fundraising activity without prior written approval. The staff member, student advisor, or coach may be liable for such unapproved purchases.
4. All campus sales involving food of any kind must be in conformance with state law and county ordinances.
5. Gifts of money, material, or equipment may be accepted by iLEAD Online upon approval by the School Director, Site Director, or the Board. The Board, School Director, and lead contracted staff shall be informed of any conditions, restrictions, or compliance requirements associated with the receipt of such funds.

6. Fundraising by groups adjunct to the entity (e.g., iSupport) which uses the entity name in any way to represent all or part of the school or specific groups of the school, must have the approval from the School Director prior to conducting fundraising activities.
7. The general rules below should be followed in fundraising campaigns:
    a. All fundraising campaigns must have the approval of the site director or prior to the fundraising campaign.
    b. All fundraising campaigns must be confined to a definite period of time to a specific goal or project.
    c. All contributions to adjunct groups should be completely voluntary. No quota shall be established other than informally for any fundraising campaign for any individual, school, or group.
8. In negotiating fundraising contracts the following should be considered:
    a. Reasonable product cost;
    b. Product quality;
    c. Profit percentage realized;
    d. Contracted company will provide services and incentives.
9. For all activities approved by the School Director or designee, pursuant to the School's Fundraising Policy, the School will establish internal controls to ensure the safeguarding of assets.
10. For each fundraising or other event in which cash or checks will be collected, a staff member or volunteer coordinator will be designated by the School Director or School Director designee. The "Supervising Official" designated, will be responsible for collecting, documenting, and safeguarding all cash and checks for the purpose of the fundraising activity.
    a. All funds raised shall be counted immediately after the fundraiser (i.e. on the same day) by the Supervising Official and at least one other person, both of whom shall sign an affidavit attesting to the accuracy of the count. All funds shall be deposited in the School's bank account as soon as reasonably practicable after collection, but no later than the next regularly scheduled deposit. All funds shall be kept in a secure location at an iLEAD Online site until deposited.
    b. All fundraising or grant solicitation activities on behalf of the school must be approved in advance by the Board, School Director , or School Director designee in accordance with the School's Fundraising Policy and the "General Procedures for Non-Governmental Cash Receipts" described herein. The Board shall be informed of any conditions, restrictions, or compliance requirements associated with the receipt of such funds, including grants or categorical programs sponsored by the state or federal government.

## VI. LOANS

A. <u>Loans</u>

1. The School Director and the Board will approve all loans, lines of credit, and other forms of indebtedness received from third parties.

2. Once approved, a promissory note, loan agreement, or other documentation specifying the material terms will be prepared and signed and/or approved by the School Director or designee Authorized Signer before funds are borrowed.
3. Loans to or from employees and Board members are not permitted.

## VII. OTHER FISCAL POLICIES

A. Insurance

1. The School Director or School Director's designee will ensure that appropriate insurance is maintained at all times.
2. The School Director or School Director 's designee will maintain the files of insurance policies, including an up-to-date copy of all certificates of insurance, insurance policies and procedures, and related claim forms.
3. The School Director or School Director 's designee will carefully review insurance policies on an annual basis, prior to renewal.
4. Insurance will include insurance sufficient to meet the entity's needs (e.g., but not limited to general liability, worker's compensation, student accident, professional liability, sex abuse, and director's and officers' coverage) based on risk assessment and other legal requirements. Insurance coverage will be at minimum aligned with the limits required in the school's approved charter petition or authorizer MOU.

B. Inventory and Asset Management

1. The School Director or School Director designee shall establish and maintain an inventory of all non-consumable goods and equipment worth over $500 as determined by the School Director or designee. This inventory shall include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting iLEAD Online's assets. This property will be inventoried at a minimum on an annual basis.
2. All non-consumable School property lent to students should be returned to the school no later than ten working days after the student graduates, or otherwise leaves the school.
3. Any excess or surplus property, or unneeded property or items owned by the school, may be sold or auctioned by the School, provided the School Director or School Director designee engages in due diligence to maximize the obtain a reasonable value of the sale or auction for the school. The sale or auction of property owned by the school with a fair market value in excess of $500 as determined by the School Director or designee shall be approved in advance by the Board.
4. Staff will immediately notify the employee supervisor of known cases of theft, loss, damage, or destruction of assets as determined by the School Director or designee. In addition, any asset valued over $500 must also be reported to the finance office.

# Appendix K

## iLEAD Online - 5 Year Budget Multi Year Projection (MYP)

| | FY25/26 330/314.49 | FY26/27 330/314.49 | FY27/28 330/314.49 | FY28/29 330/314.49 | FY29/30 330/314.49 |
|---|---|---|---|---|---|
| REVENUE | | | | | |
| Principal Apportionment | | | | | |
| 8011 - State Funding - Current Year LCFF | 3,806,431 | 3,906,639 | 4,027,466 | 4,167,320 | 4,311,344 |
| 8012 - State Funding - EPA | 62,898 | 62,898 | 62,898 | 62,898 | 62,898 |
| 8096 - State Funding - Property Taxes | 159,744 | 159,744 | 159,744 | 159,744 | 159,744 |
| Total Principal Apportionment | 4,029,073 | 4,129,281 | 4,250,108 | 4,389,962 | 4,533,986 |
| Federal Revenue | | | | | |
| 8181 - Federal Special Education - Entitlement | 34,860 | 34,860 | 34,860 | 34,860 | 34,860 |
| 8220 - Federal Child Nutrition Programs | 0 | 0 | 0 | 0 | 0 |
| 8290 - Federal Revenue - All Other Federal Revenue | 63,699 | 64,973 | 66,272 | 67,598 | 68,950 |
| 8291 - Federal Revenue - Other Revenue | 0 | 0 | 0 | 0 | 0 |
| Total Federal Revenue | 98,559 | 99,833 | 101,132 | 102,458 | 103,810 |
| Other State Revenue | | | | | |
| 8311 - Other State Apportionments - Special Education | 282,063 | 282,063 | 282,063 | 282,063 | 282,063 |
| 8550 - State Mandated Costs | 12,780 | 13,178 | 13,596 | 14,017 | 14,453 |
| 8560 - State Lottery | 78,308 | 78,308 | 78,308 | 78,308 | 78,308 |
| 8590 - All Other State Revenues | 313,119 | 313,119 | 138,584 | 120,000 | 120,000 |
| Total Other State Revenue | 686,270 | 686,668 | 512,551 | 494,388 | 494,824 |
| Other Revenue | | | | | |
| 8690 - Misc Local Income | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 |
| 8710 - Vendor Program & Online Classes | 1,100,000 | 1,100,000 | 1,100,000 | 1,100,000 | 1,100,000 |
| 8840 - Grants | 66,500 | 66,500 | 66,500 | 120,000 | 120,000 |
| Total Other Revenue | 1,167,500 | 1,167,500 | 1,167,500 | 1,221,000 | 1,221,000 |
| Total Revenue | 5,981,402 | 6,083,282 | 6,031,291 | 6,207,808 | 6,353,620 |
| EXPENDITURES | | | | | |
| Certificated Salaries | | | | | |
| 1120 - Credentialed Home Study Teacher Salaries | 2,542,947 | 2,593,806 | 2,645,682 | 2,672,139 | 2,698,860 |
| 1130 - Credentialed Education Specialist Salaries (SpEd) | 144,846 | 147,743 | 150,698 | 152,205 | 153,727 |
| 1150 - Credentialed Substitute Teacher Salaries | 22,950 | 23,409 | 23,877 | 24,116 | 24,357 |
| 1210 - Credentialed Psychologist & Counseling Services (SpEd) | 42,840 | 43,697 | 44,571 | 45,016 | 45,467 |
| 1310 - Credentialed Directors | 139,638 | 142,431 | 145,279 | 146,732 | 148,199 |
| 1930 - Credentialed Other Support | 202,660 | 206,714 | 133,607 | 134,943 | 221,292 |
| Total Certificated Salaries | 3,095,881 | 3,157,799 | 3,143,713 | 3,175,151 | 3,291,902 |
| Classified Salaries | | | | | |
| 2110 - Classified Elective Salaries | 13,709 | 13,983 | 0 | 0 | 24,768 |
| 2120 - Classified Classroom Aide Salaries | 170,085 | 173,487 | 166,344 | 168,008 | 194,456 |
| 2230 - Classified Academic Counseling Salaries | 83,232 | 84,897 | 86,595 | 87,461 | 88,335 |
| 2410 - Classified Clerical, Technical, and Office Staff Salaries | 412,884 | 421,141 | 429,564 | 433,860 | 438,198 |
| Total Classified Salaries | 679,910 | 693,508 | 682,503 | 689,328 | 745,759 |
| Employee Benefits | | | | | |
| 3101 - State Teachers' Retirement System - Credentialed positions | 591,313 | 603,140 | 600,449 | 606,454 | 628,753 |
| 3302 - OASDI (Social Security) - Classified positions | 42,154 | 42,997 | 42,315 | 42,738 | 46,237 |
| 3311 - Medicare - Credentialed | 44,890 | 45,788 | 45,584 | 46,040 | 47,733 |
| 3312 - Medicare - Classified | 9,859 | 10,056 | 9,896 | 9,995 | 10,813 |
| 3401 - Health & Welfare Benefits - Credentialed positions | 124,362 | 133,067 | 142,382 | 152,349 | 163,013 |
| 3402 - Health & Welfare Benefits - Classified positions | 25,601 | 27,393 | 29,311 | 31,362 | 33,558 |
| 3501 - State Unemployment Insurance - Credentialed positions | 9,181 | 9,640 | 9,736 | 9,640 | 9,736 |
| 3502 - State Unemployment Insurance - Classified positions | 3,119 | 3,275 | 3,308 | 3,275 | 3,308 |
| 3601 - Worker Compensation Insurance - Credentialed positions | 42,998 | 45,788 | 45,584 | 46,040 | 47,733 |
| 3602 - Worker Compensation Insurance - Classified positions | 10,014 | 10,056 | 9,896 | 9,995 | 10,813 |
| Total Employee Benefits | 903,491 | 931,200 | 938,462 | 957,888 | 1,001,698 |
| Books and Supplies | | | | | |
| 4110 - Core Curriculum - Texts, Workbooks, etc | 10,500 | 11,025 | 11,135 | 11,025 | 11,135 |
| 4120 - Core Curriculum - Software & Programs | 17,373 | 18,242 | 18,424 | 18,242 | 18,424 |
| 4130 - Other Curriculum | 15,410 | 16,181 | 16,342 | 16,181 | 16,342 |
| 4220 - Other Books & References | 6,152 | 6,460 | 6,524 | 6,460 | 6,524 |
| 4305 - Educational Supplies (Classroom, Project, SpEd, Etc) | 30,000 | 31,500 | 31,815 | 31,500 | 31,815 |
| 4340 - Office Supplies | 1,500 | 1,575 | 1,591 | 1,575 | 1,591 |
| 4345 - Printing & Reproduction Supplies | 500 | 525 | 530 | 525 | 530 |
| 4420 - NonClassroom Furniture & Equipment | 500 | 525 | 530 | 525 | 530 |
| 4430 - IT Equipment & Supplies | 59,925 | 50,000 | 20,000 | 50,000 | 20,000 |
| 4710 - Vended Food Service | 0 | 0 | 0 | 0 | 0 |
| 4720 - Food Supplies | 0 | 0 | 0 | 0 | 0 |
| Total Books and Supplies | 141,860 | 136,032 | 106,892 | 136,032 | 106,892 |
| Services and Operating Expenditures | | | | | |
| 5210 - Travel for PD, Conferences, & School Development | 10,000 | 10,500 | 10,605 | 10,500 | 10,605 |
| 5220 - Travel for Intersite Business - Mileage* | 350 | 368 | 371 | 368 | 371 |
| 5230 - Conference & Workshop Registration Fees | 17,299 | 18,164 | 18,346 | 18,164 | 18,346 |
| 5240 - Professional Development - Meetings & Collaborations | 200 | 210 | 212 | 210 | 212 |
| 5310 - Professional Dues, Memberships, and Subscriptions | 8,095 | 8,500 | 8,585 | 8,500 | 8,585 |
| 5410 - Liability Insurance | 34,996 | 36,746 | 37,113 | 36,746 | 37,113 |
| 5510 - Utilities - Electricity | 631 | 663 | 670 | 663 | 670 |
| 5520 - Utilities - Gas | 211 | 222 | 224 | 222 | 224 |
| 5550 - Operations - Janitorial Services | 903 | 948 | 958 | 948 | 958 |
| 5560 - Operations - Security | 172 | 181 | 182 | 181 | 182 |
| 5610 - Rent - Facilities Rent and CAM Charges | 11,672 | 12,256 | 12,378 | 12,256 | 12,378 |
| 5630 - Repairs & Maintenance - Facilities | 425 | 446 | 451 | 446 | 451 |
| 5801 - Professional Services - Service Fees | 495,310 | 520,076 | 525,276 | 520,076 | 525,276 |
| 5802 - Professional Services - District Oversite Fees | 39,625 | 41,606 | 42,022 | 41,606 | 42,022 |
| 5804 - Professional Services - Auditing & Tax Preparation | 18,540 | 19,467 | 19,662 | 19,467 | 19,662 |
| 5805 - Professional Services - Payroll Fees | 25,000 | 26,250 | 26,513 | 26,250 | 26,513 |
| 5806 - Professional Services - Consultant Fees | 1,650 | 1,733 | 1,750 | 1,733 | 1,750 |
| 5807 - Professional Services - BTSA | 2,500 | 2,625 | 0 | 2,625 | 0 |
| 5808 - Professional Services - Legal Fees | 45,000 | 45,000 | 45,450 | 45,000 | 45,450 |
| 5822 - Operating Expenditures - Licenses & Other Fees | 5,000 | 5,250 | 5,303 | 5,250 | 5,303 |
| 5823 - Operating Expenditures - Fingerprinting Fees | 150 | 158 | 0 | 158 | 0 |
| 5825 - Operating Expenditures - Banking Charges & Fees | 20,000 | 21,000 | 21,210 | 21,000 | 21,210 |
| 5827 - Operating Expenditures - Other Benefit Fees | 450 | 473 | 477 | 473 | 477 |
| 5830 - Operating Expenditures - Marketing & Advertising | 30,750 | 32,288 | 30,000 | 32,288 | 30,000 |
| 5831 - Operating Expenditures - Branding (Brochures, Flyers, etc) | 2,000 | 2,100 | 2,121 | 2,100 | 2,121 |
| 5840 - Operating Expenditures - Software Licenses | 35,000 | 36,750 | 30,000 | 36,750 | 30,000 |
| 5852 - Student Services Expenditures - Special Education Contracted Services | 156,882 | 164,726 | 166,373 | 164,726 | 166,373 |
| 5853 - Student Services Expenditures - Student & Group Activities | 8,250 | 8,663 | 8,749 | 8,663 | 8,749 |
| 5854 - Student Services Expenditures - Electives & Enrichment | 49,800 | 30,000 | 18,000 | 30,000 | 18,000 |
| 5910 - Telephone & Fax | 60 | 63 | 64 | 63 | 64 |
| 5920 - Internet Services | 11,520 | 12,096 | 12,217 | 12,096 | 12,217 |
| 5925 - Website/Communication Fees | 1,200 | 1,260 | 1,273 | 1,260 | 1,273 |
| 5940 - Postage Expense | 12,500 | 13,125 | 13,256 | 13,125 | 13,256 |
| Total Services and Operating Expenditures | 1,046,141 | 1,073,909 | 1,059,809 | 1,073,909 | 1,059,809 |
| Total Expenditures | 5,867,284 | 5,992,447 | 5,931,380 | 6,032,307 | 6,206,060 |
| Depreciation | 22,463 | 22,463 | 22,463 | 22,463 | 0 |
| Year-End Net Income | 91,655 | 68,372 | 77,448 | 153,037 | 147,560 |
| Estimated Ending Fund Balance | 2,797,330 | 2,865,702 | 2,943,150 | 3,096,187 | 3,243,747 |

| Revenue Assumptions | FY25/26 | FY26/27 | FY27/28 | FY28/29 | FY29/30 |
|---|---|---|---|---|---|
| Enrollment | 330 | 330 | 330 | 330 | 330 |
| Total ADA | 314 | 314 | 314 | 314 | 314 |
| ADA - Grades K-3 | 38 | 38 | 38 | 38 | 38 |
| ADA - Grades 4-6 | 49 | 49 | 49 | 49 | 49 |
| ADA - Grades 7-8 | 54 | 54 | 54 | 54 | 54 |
| ADA - Grades 9-12 | 173 | 173 | 173 | 173 | 173 |
| Prior Year ADA P-2 | 314 | 314 | 314 | 314 | 314 |
| Unduplicated Count | 154 | 154 | 154 | 154 | 154 |
| Unduplicated % (from FCMAT Calc) | 49.66% | 47.33% | 46.55% | 46.55% | 46.55% |
| | | | | | |
| **Funding Factors** | | | | | |
| State - Special Educaiton Per Pupil (per ADA, current yr P-2) | 896.89 | 896.89 | 896.89 | 896.89 | 896.89 |
| Federal (- Special Education (prior yr. census)(SpEd) | 140.00 | 140.00 | 140.00 | 140.00 | 140.00 |
| Mandate Block Grant (K-8) | 20.55 | 21.19 | 21.86 | 22.54 | 23.24 |
| Mandate Block Grant (9-12) | 57.11 | 58.89 | 60.76 | 62.64 | 64.59 |
| Lottery - Unrestricted | 177 | 177 | 177 | 177 | 177 |
| Lottery -Restricted | 72 | 72 | 72 | 72 | 72 |

**Funding Assumptions based on School Services of California Inc. Financial Projection Dartboard, Adopted State Budget 2024-25 and most recent version of the FCMAT Calculator, and El Dorado Charter SELPA current rates.*

# Appendix L

| iLEAD Online Cash Flow FY25/26 | | | July | August | September | October | November | December | January | February | March | April | May | June | Adjustments | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A. BEGINNING CASH | | | 1,969,817 | 2,234,584 | 2,327,935 | 2,600,361 | 2,618,005 | 2,762,020 | 2,766,616 | 2,611,477 | 2,666,718 | 2,395,898 | 2,596,944 | 2,679,935 | | |
| B. RECEIPTS | | | | | | | | | | | | | | | | |
| LCFF/Revenue Limit Sources | | 2025-26 | | | | | | | | | | | | | | |
| Principal Apportionment | 8010-8019 | 3,869,329 | 116,080 | 116,080 | 232,160 | 232,160 | 232,160 | 232,160 | 232,160 | 425,626 | 425,626 | 425,626 | 425,626 | 425,626 | 348,240 | 3,869,329 |
| In Lieu Property Taxes | 8099 | 159,744 | 0 | 0 | 0 | 0 | 63,898 | 0 | 0 | 0 | 0 | 95,846 | 0 | 0 | | 159,744 |
| Federal Revenue | 8100-8299 | 98,559 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 39,424 | 0 | 0 | 59,135 | | 98,559 |
| Other State Revenue | 8300-8599 | 686,270 | 68,627 | 68,627 | 68,627 | 68,627 | 68,627 | 68,627 | 68,627 | 41,176 | 41,176 | 41,176 | 41,176 | 41,176 | | 686,270 |
| Other Local Revenue | 8600-8799 | 1,167,500 | 116,750 | 58,375 | 116,750 | 175,125 | 140,100 | 140,100 | 58,375 | 35,025 | 58,375 | 105,075 | 116,750 | 46,700 | | 1,167,500 |
| TOTAL RECEIPTS | | 5,981,402 | 301,457 | 243,082 | 417,537 | 475,912 | 504,784 | 440,887 | 359,162 | 501,827 | 564,601 | 667,724 | 583,552 | 572,638 | 348,240 | 5,981,402 |
| C. DISBURSEMENTS | | | | | | | | | | | | | | | | |
| Certificated Salaries | 1000-1999 | 3,009,826 | 205,872 | 228,446 | 248,311 | 248,010 | 255,534 | 249,515 | 257,942 | 267,273 | 258,544 | 256,437 | 266,972 | 266,972 | | 3,009,826 |
| Classified Salaries | 2000-2999 | 700,999 | 41,219 | 55,519 | 56,010 | 50,893 | 53,556 | 52,084 | 55,309 | 59,164 | 71,362 | 66,104 | 69,890 | 69,890 | | 700,999 |
| Employee Benefits | 3000-3999 | 888,634 | 38,744 | 93,573 | 36,789 | 109,302 | 30,924 | 72,335 | 116,855 | 38,833 | 73,490 | 75,534 | 101,127 | 101,127 | | 888,634 |
| Books and Supplies | 4000-4999 | 136,032 | 9,005 | 5,482 | 29,451 | 22,255 | 7,767 | 9,114 | 7,672 | 10,760 | 9,549 | 9,645 | 6,516 | 8,815 | | 136,032 |
| Services | 5000-5999 | 1,073,909 | 31,251 | 67,978 | 75,818 | 55,628 | 73,241 | 65,294 | 78,932 | 70,556 | 422,476 | 58,958 | 56,058 | 17,719 | | 1,073,909 |
| Capital Outlay | 6000-6599 | 22,463 | | | | | | | | | | | | 22,463 | | 22,463 |
| TOTAL DISBURSEMENTS | | 5,831,863 | 326,091 | 450,999 | 446,379 | 486,087 | 421,023 | 448,341 | 516,711 | 446,586 | 835,421 | 466,678 | 500,562 | 486,985 | 0 | 5,831,863 |
| D. BALANCE SHEET ITEMS | | | | | | | | | | | | | | | | |
| Assets and Deferred Outflows | | Balances | | | | | | | | | | | | | | |
| Cash and Cash Equivalents | 9111-9199 | 1,969,817 | | | | | | | | | | | | | | 0 |
| Accounts Receivable | 9200-9299 | 1,506,338 | 801,268 | 301,268 | 301,268 | 27820 | 60,254 | 12,051 | 2,410 | | | | | | | 1,506,338 |
| Other Current Assets & Deposits | 9310 | 104,719 | | | | | | | | | | | | | | 0 |
| Other Current Assets | 9330-9340 | 44,926 | | | | | | | | | | | | | | 0 |
| SUBTOTAL | | 3,625,800 | 801,268 | 301,268 | 301,268 | 27,820 | 60,254 | 12,051 | 2,410 | 0 | 0 | 0 | 0 | 0 | 0 | 1,506,338 |
| Liabilities and Deferred Inflows | | | | | | | | | | | | | | | | |
| Accounts Payable & Accrued Liabilities | 9500-9599 | 511,867 | 511,867 | | | | | | | | | | | | | 511,867 |
| Due To Other Funds | 9610 | 0 | | | | | | | | | | | | | | 0 |
| Current Loans | 9640 | 0 | | | | | | | | | | | | | | 0 |
| Deferred Revenue | 9650 | 408,258 | | | | | | | | | | | | | 316,497 | 91,761 |
| SUBTOTAL | | 920,125 | 511,867 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 316,497 | 603,628 |
| Nonoperating | | | | | | | | | | | | | | | | |
| Suspense Clearing | 9910 | | | | | | | | | | | | | | | 0 |
| TOTAL BALANCE SHEET ITEMS | | 2,705,675 | 289,401 | 301,268 | 301,268 | 27,820 | 60,254 | 12,051 | 2,410 | 0 | 0 | 0 | 0 | 0 | (316,497) | 677,974 |
| E. NET INCREASE/DECREASE (B - C + D) | | 91,655 | 264,767 | 93,351 | 272,426 | 17,644 | 144,015 | 4,596 | (155,139) | 55,241 | (270,820) | 201,046 | 82,991 | 85,653 | 31,743 | 827,513 |
| F. ENDING CASH (A + E) | | | 2,234,584 | 2,327,935 | 2,600,361 | 2,618,005 | 2,762,020 | 2,766,616 | 2,611,477 | 2,666,718 | 2,395,898 | 2,596,944 | 2,679,935 | 2,765,588 | | |
| G. ENDING CASH, PLUS ACCRUALS | | | | | | | | | | | | | | | | 2,797,330 |

# Appendix M

**Curriculum and Instruction**
**Independent Study Policy**
**Board Approved: August 1, 2022**

**Purpose and Scope**
For iLEAD Online to provide a procedure and a framework for eligible students to enroll in the iLEAD Online Charter ("school") Independent Study programs.

**General**
1. Independent Study students must be enrolled in iLEAD Online Charter.
2. All Independent Study students must sign a new Independent Study Master Agreement ("MA") every year.
3. Independent Study Teacher of Record – A certificated teacher of iLEAD Online schools must supervise, coordinate, and evaluate the work of each student engaged in Independent Study.
4. The Independent Study Teacher of Record may grant no more than one day of apportionment credit (ADA) for each day that the school is in session, and only to the extent of the time value of pupil or student work products as personally judged by Teacher of Record, or the combined time value of pupil work product and pupil participation in synchronous instruction, per learning period.
5. In a charter school, for the purposes of, the ratio of average daily attendance for independent study pupils to full time equivalent FTE certificated employees responsible for independent study shall not exceed a pupil-teacher ratio of 25:1 or the ratio of pupils to full-time equivalent certificated for all other educational programs operated by the largest unified school district, as measured by average daily attendance, as reported at the second principal apportionment in the prior year, in the county or counties in which the charter school operates.
6. An individual with exceptional needs as defined in Education Code Section 56026 may participate in independent study if his or her individualized education program (IEP) specifically provides for that participation.
7. The school shall provide appropriate existing services and resources to enable students to complete their independent study successfully
8. The School Director shall report to the board the number of students in independent study by typical categories of study and duration; the ADA generated; a description of the students' performance on those indicators of quality which the board may specify; and the number and proportion of students, by typical categories, who graduate or successfully complete their studies.
9. The school will provide content to students aligned to grade level standards that is substantially equivalent to in- person instruction. For high school students, this includes access to all courses offered by the school for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria.

**Master Agreements**
The School Director or designee shall ensure that the school executes a written independent study agreement with each participating student as prescribed by law. Individual independent study agreements and any subordinate contracts and assignments must be consistent with the school's adopted course of study.

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

**Written Learning Agreements shall include**

1. A schedule of manner, frequency, date, time, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent or guardian regarding a pupil's academic progress.
2. The objectives and methods of study for the student's work, and the methods utilized used to evaluate that work.
3. The specific resources, including materials and staff, which will be made available to the student. These resources shall include confirming or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work.
4. A statement of the school's policies regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the student should be allowed to continue in independent study.
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's IEP or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports.
8. A statement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class, or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction..

The learning agreement shall be signed by the pupil and, if the pupil is less than 18 years of age, the pupil's parent or legal guardian, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable . The signed learning agreement constitutes permission from a pupil's parent or legal guardian, if the pupil is less than 18 years of age, for the pupil to receive instruction through independent study.

A physical or electronic copy of the signed learning agreement shall be retained by the charter school for at least three years and as appropriate for auditing purposes.

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

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

**Participation may be limited**

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

**Maximum Length of Time to show evidence of work completion**

For pupils in all grade levels offered by iLEAD Online charter, the maximum length of time that may elapse to show evidence of work completion shall be twenty (20) school days.

**Guidelines for Missing Evidence of Work Completion**

If any student fails to complete at least 75% of work assigned for one learning period, or is not making satisfactory educational progress as defined below, and/or accumulates 20 absences due to insufficient work completion and/or engagement as evaluated by the facilitator, the school may conduct an evaluation to support the needs of the student, which may result in a determination that this independent study program is not an appropriate fit for the student.

A student is deemed to be making "satisfactory educational progress" if the student is progressing toward meeting the goals and/or metrics pursuant to their Personalized Learning Plan and/or their IEP. The School Director or designee is responsible for making this determination based on all of the following indicators:

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

4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

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

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

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

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

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

"Live interaction" means interaction between the student and school staff, and may include peers, to maintain school connectedness. Examples of live interaction include check-ins, progress monitoring, provision of services, and instruction, and live interaction can be in-person or in the form of internet or telephonic communication.

"Synchronous instruction" means classroom-style instruction, designated small-group instruction, or one-on-one instruction delivered in person or in the form of internet or telephonic communication by the student's assigned teacher(s) of record, and involving live two-way communication.

1. For students in grades TK-3, inclusive, their assigned teacher(s) of record will schedule and offer opportunities for daily synchronous instruction.
2. For students in grades 4-8, their assigned teacher(s) of record will schedule and offer opportunities for weekly synchronous instruction and daily live interaction.

3. For students in grades 9-12, their assigned teacher(s) of record will schedule and offer opportunities for weekly synchronous instruction.

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

**Resources Available to Independent Home Study Students**

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

**RESOLUTION OF THE BOARD OF DIRECTORS OF**
**ILEAD ONLINE CHARTER SCHOOL**
**(A California Nonprofit Public Benefit Corporation)**

**Resolution No. _____**

A RESOLUTION approving iLEAD Online Charter School ("iLEAD Online") to collaborate with iLEAD California Charters 1, iLEAD Lancaster, iLEAD Agua Dulce, Santa Clarita Valley International School, and Empower Generations 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 Online and iCC1 to undertake the steps necessary to effectuate the material revisions transferring operation of iLEAD Online to iCC1, and, following those transfers, to commence the wind-down and dissolution of iLEAD Online and the transfer of its remaining assets to iCC1 for the benefit of iLEAD Online, 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 Online to iCC1 and, following those transfers, the wind-down and dissolution of the iLEAD Online corporation and the transfer of its remaining assets to iCC1 for the benefit of iLEAD Online, with a target effective date of December 31, 2026, or such other date as the boards of iLEAD Online may determine.

2. **Findings**. The Board finds, for the reasons stated in the recitals above, that the material revisions transferring operation of iLEAD Online and the other Schools to iCC1, and the subsequent wind-down and dissolution of iLEAD Online and the other Corporations, are in the best interests of iCC1 and iLEAD Online, 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 Online 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 Online 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 Online 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 Online 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 Online 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 Online 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 Online 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 Online, 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 Online 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 Online 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 Online 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 Online 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 1, 2026.

* * *

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution by the following vote at a regular Board meeting this 1st day of September, 2026.

AYES:

NOES:

ABSTENTIONS:

ABSENT:

Date: _____

By: _____
Jasmine Ruys, Secretary

4921-4993-1466, v. 2

**School Director Report**
**9/1/2026**

The School Director's Report will reflect the School's Annual Goals and the CA Professional Standards for Education Leaders. These are critical goals for the school's continual improvement cycle.

## Enrollment Information

- Budgeted Enrollment Number - 525 (including track C)
- Current Enrollment Number - 450 (does not include track C learners who stay with us for July and August)
- Track A Attendance % - Pending (LP 1 is underway)
- Track A ADA- Pending (LP 1 is underway)
- Track C Enrollment as of July 1: 263
- Track C Attendance % - 88.7%
- Track C ADA - 218.05
- Wait List Information - 0

## CA Professional Standards for Education Leaders

### Development and Implementation of a Shared Vision

### School Annual Goals

- Increase the number of learners who are college and career ready by strengthening academic counseling, expanding awareness and participation in CTE pathways and career exploration opportunities, and increasing learner engagement in College and Career Indicator (CCI) measures and postsecondary planning.
- Strengthen the implementation of MTSS and tiered intervention systems through data-driven decision-making, coordinated learner supports, progress monitoring, and collaboration among coaches, counselors, intervention staff, and SPED to improve outcomes for learners with academic, behavioral, and social-emotional needs.
- Continue to improve curriculum, instruction, and course offerings through revised course audit systems, curriculum revisions, expansion of high-interest pathways and electives, increased opportunities for project-based learning and authentic assessment.

- Utilize assessment, engagement, enrollment, retention, and learner outcome data to evaluate program effectiveness, inform decision-making, improve learner experiences, support sustainable school growth, and drive continuous school improvement.

## Quarterly Big Rocks

| |
|---|
| **Track A Launch & School Start-Up**<br>·Create and monitor progress tracker, course enrollment and FT enrollment sheets<br>·Create and share pacing guides for learners and staff<br>·Design EDU planning and implementation<br>·Set up weekly support plans for new staff members<br>·Update coach and facilitator guidebooks |
| **MTSS & Intervention Systems**<br>·Create and share updated small group tracking sheets<br>·Calendar regular MTSS team meetings and data review cycles including data protocol<br>·Plan and share updated policies to strengthen SST processes and accountability measures, ensuring learners are identified and supported early. |
| **College & Career Readiness**<br>·Establish systems for counselor outreach and learner meetings across grades. Communicate with counselors that they should be doing a transcript review and summary email for any learners they are not able to meet with as they're moving through each grade level.<br>·Set up calendar dates for CCI data protocol with counselors<br>·Review graduation progress, CCI indicators, and postsecondary planning for high school learners. Reflect on data and reset new goals with counselors based on progress from the 24/25 to the 25/26 school year. |
| **Curriculum & Course Development**<br>·Review and refine annual course revision goals for TK-12 courses with both TK-8 coaches and HS course facilitators.<br>·Set up an updated course audit process, including ongoing audits by team leads throughout the year.<br>·Monitor progress on course development, revisions, and pathway expansion efforts through improved course audit systems. |

**Instructional Leadership**
**Design EDU was full of relevant, thoughtful presentations this year!**
We included training on:

- Love and Logic
- General best practices for teaching and learning
- Parentsquare
- Amira
- MTSS, Interventions, and SSTs
- College and Career Planning

**Curriculum and Instruction: Presentations of learning are always a highlight! They give our learners the chance to share, reflect and celebrate! We have some highlights below!**

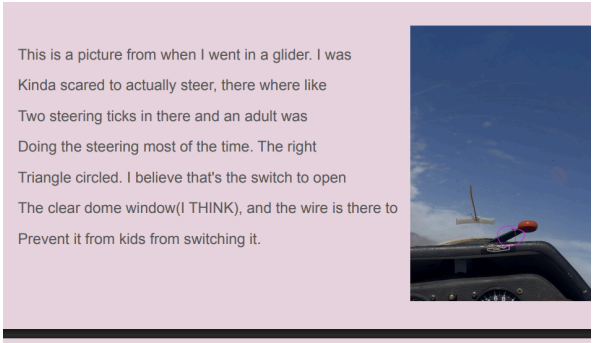
Zach's community, building and career exploration project was a joy to watch. Just wait for it…"During the day I build houses; at night I DJ!"

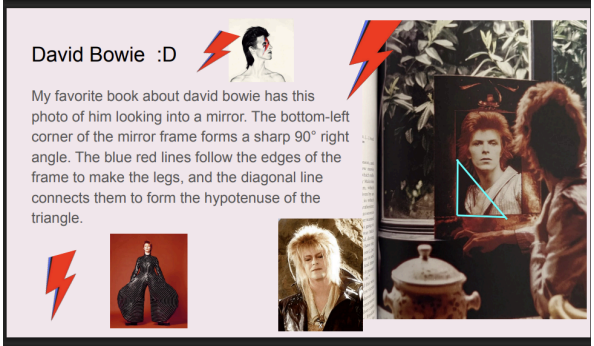



Twins Charlotte and Lilly A did a beautiful job finding right triangles in real life for Geometry honors! You can see so much of their interests in the items they found on

their scavenger hunt AND it was a ton of fun to do and to see. Click the images or their names to see their slideshows.

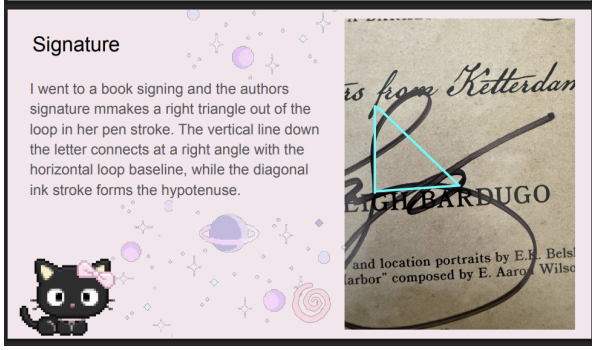


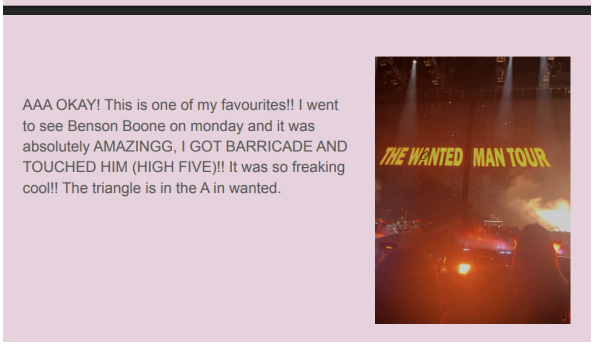









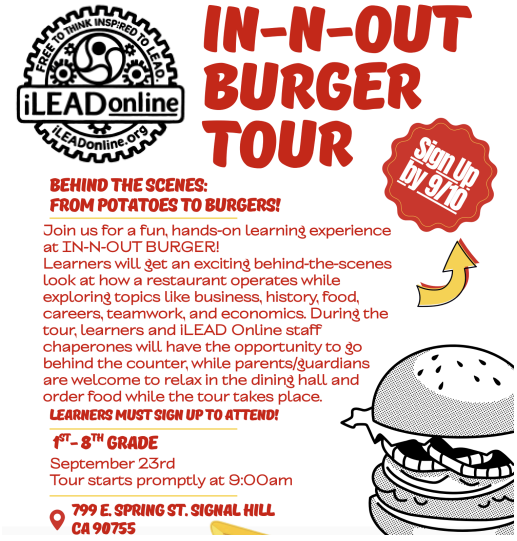





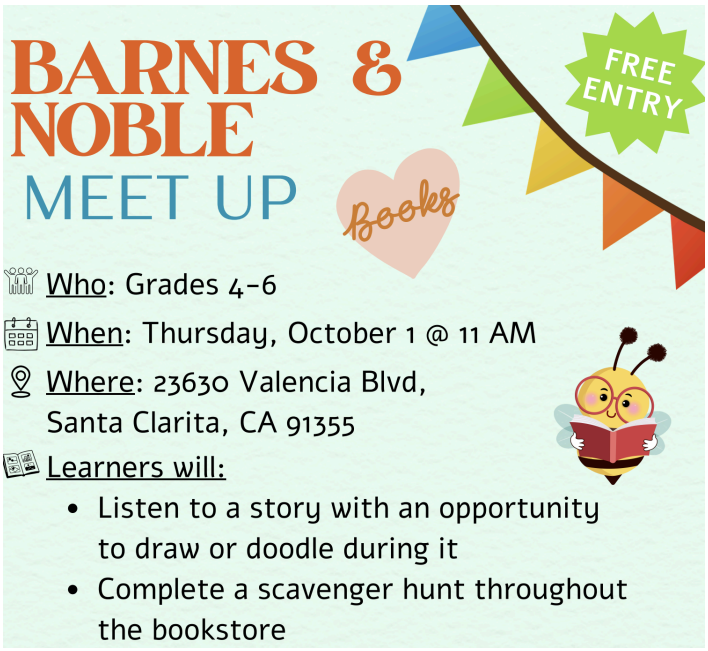

**AND, we have to celebrate Anika Phillips, earned a championship title this past July at The Oaks. This is a special victory for Anika because she had a fall off of her horse this year and had to have surgery. She recovered quickly, finished all of her classes and now has taken home a championship 🙂 So Proud of her!**

**Family and Community Engagement**

We have so many fun activities coming up!



**Our lower and middle school learners get to go an InnOut Burger tour!**




**Back by popular demand! Barnes and Noble story time and scavenger hunt!**

## EMPLOYMENT – NEW HIRES

| | | |
|---|---|---|
| Gelormini, Joseph | Facilitator (New Position) | 8.01.26 |
| Blundell, Clair | Facilitator (New Position) | 8.01.26 |
| Smith, Shawn | Facilitator (New Position) | 8.01.26 |
| Peltier, Marissa | EF (New Position) | 8.01.26 |
| Chesla, Jennifer | EF- Coach (New Position) | 8.01.26 |

## RESIGNATIONS/TERMINATIONS

| | | |
|---|---|---|
| Greenwood, Jason | EF- Coach | 8.14.26 |

## STATUS CHANGE

| | | |
|---|---|---|
| Kontis, Kellie | Part Time to Full Time | 7.01.26 |
| Van Velsir, Pamela | Salary to Hourly | 7.01.26 |

**iLEAD Online - Payment Register Summary**

Location: 116--iLEAD Online
Period: 06/11/2026 - 08/26/2026
Created on: 08/27/2026

| GL Account # | GL Account Description | Total |
|---|---|---|
| 3401 | Health & Welfare Benefits - Credentialed positions | $32,087.85 |
| 3402 | Health & Welfare Benefits - Classified positions | $6,635.09 |
| 4110 | Core Curriculum - Texts, Workbooks, etc | $4,370.00 |
| 4120 | Core Curriculum - Software & Programs | $13,373.47 |
| 4130 | Other Curriculum | $3,651.10 |
| 4305 | Educational Supplies (Classroom, Project, SpEd, Etc) | $85.51 |
| 4340 | Office Supplies | $2,541.90 |
| 4430 | IT Equipment & Supplies | $112,306.60 |
| 5210 | Travel for PD, Conferences, & School Development | $2,588.04 |
| 5220 | Travel for Intersite Business - Mileage* | $939.07 |
| 5230 | Conference & Workshop Registration Fees | $3,500.00 |
| 5240 | Professional Development - Meetings & Collaborations | $208.41 |
| 5310 | Professional Dues, Memberships, and Subscriptions | $26,526.45 |
| 5410 | Liability Insurance | $17,826.00 |
| 5510 | Utilities - Electricity | $44.23 |
| 5520 | Utilities - Gas | $9.57 |
| 5550 | Operations - Janitorial Services | $98.40 |
| 5560 | Operations - Security | $42.58 |
| 5610 | Rent - Facilities Rent and CAM Charges | $3,901.24 |
| 5801 | Professional Services - Service Fees | $213.30 |
| 5804 | Professional Services - Auditing & Tax Preparation | $1,600.00 |
| 5806 | Professional Services - Consultant Fees | $447.50 |
| 5808 | Professional Services - Legal Fees | $42.50 |
| 5822 | Operating Expenditures - Licenses & Other Fees | $19.80 |
| 5827 | Operating Expenditures - Other Benefit Fees | $117.98 |
| 5829 | Operating Expenditures - Events | $797.07 |
| 5830 | Operating Expenditures - Marketing & Advertising | $5,183.39 |
| 5840 | Operating Expenditures - Software Licenses | $7,100.00 |
| 5852 | Student Services Expenditures - Special Education Contracted Services | $768.00 |
| 5853 | Student Services Expenditures - Student & Group Activities | $9,163.05 |
| 5920 | Internet Services | $13,501.37 |
| 5940 | Postage Expense | $2,974.91 |
| 9310 | Prepaid Expenditures (Expenses) | $69,667.86 |
| 9530 | Employee Benefits Payable | $424.61 |
| 9535 | Retirement Liability | $164,462.48 |
| 9536 | 403b Payable | $550.00 |
| 9549 | Credit Card Payable - Online | $5,513.05 |
| **Total** | | **$513,282.38** |

**iLEAD Online - Payment Register**

Location: 116--iLEAD Online
Period: 06/11/2026 - 08/26/2026
Created on: 08/27/2026

| Date | Vendor ID | Vendor Name | Amount |
|---|---|---|---|
| 06/11/26 | AMAZ100 | Amazon Capital Services (iCA) | $203.05 |
| 06/11/26 | TMOB006 | T-Mobile 3616 | $4,496.74 |
| 06/11/26 | ILEA300 | iLEAD California | $9,178.00 |
| 06/11/26 | ILEA300 | iLEAD California | $8,648.00 |
| 06/11/26 | ILEA300 | iLEAD California | $1,950.62 |
| 06/12/26 | RAMP116 | Ramp | $5,513.05 |
| 06/16/26 | COLL004 | College Board | $4,370.00 |
| 06/16/26 | D2LL000 | D2L Ltd | $5,903.89 |
| 06/16/26 | KAIS000 | Kaiser Foundation Health Plan | $4,866.24 |
| 06/16/26 | ODAL002 | Michelle O'Daly | $61.63 |
| 06/16/26 | PSAD000 | PS Administrators | $71.10 |
| 06/16/26 | UPSF000 | UPS | $60.75 |
| 06/16/26 | UPSF000 | UPS | $90.29 |
| 06/16/26 | VENB000 | Venbrook Insurance Services | $4,101.78 |
| 06/16/26 | ILEA300 | iLEAD California | $19.80 |
| 06/16/26 | ILEA300 | iLEAD California | $2,366.26 |
| 06/16/26 | ILEA300 | iLEAD California | $24.29 |
| 06/16/26 | ILEA300 | iLEAD California | $9.57 |
| 06/16/26 | ILEA300 | iLEAD California | $7.60 |
| 06/18/26 | AMAZ100 | Amazon Capital Services (iCA) | $311.06 |
| 06/18/26 | PSAD000 | PS Administrators | $283.82 |
| 06/22/26 | APPL000 | Apple Inc | $3,595.65 |
| 06/22/26 | CIGN000 | Cigna Healthcare | $2,689.08 |
| 06/22/26 | CIGN001 | Cigna Healthcare | $314.89 |
| 06/22/26 | CUMU000 | Cumulus Global | $1,890.00 |
| 06/22/26 | WOLF001 | Katherine Wolfe | $797.07 |
| 06/22/26 | LEGA003 | Legal Shield | $72.25 |
| 06/22/26 | PSAD000 | PS Administrators | $210.20 |
| 06/22/26 | WOOL002 | Rebecca Woolley | $51.60 |
| 06/23/26 | PSAD000 | PS Administrators | $3,273.85 |
| 06/23/26 | PSAD000 | PS Administrators | $26.15 |
| 06/25/26 | PSAD000 | PS Administrators | $288.85 |
| 06/29/26 | AMAZ100 | Amazon Capital Services (iCA) | $4,203.99 |
| 06/29/26 | WOLF001 | Katherine Wolfe | $208.41 |
| 06/29/26 | NATI000 | National Benefit Services | $225.00 |
| 06/29/26 | PSAD000 | PS Administrators | $273.03 |
| 06/29/26 | PSAD000 | PS Administrators | $32.93 |
| 06/29/26 | ORTE000 | Rigo Ortega | $860.85 |
| 06/29/26 | ILEA300 | iLEAD California | $11.12 |
| 06/29/26 | ILEA300 | iLEAD California | $1,950.62 |
| 07/01/26 | D2LL000 | D2L Ltd | $22,219.34 |

| Date | Vendor ID | Vendor Name | Amount |
|---|---|---|---|
| 07/01/26 | LANG005 | Language Network, Inc. | $334.00 |
| 07/01/26 | LOSA001 | Los Angeles County Office of Education (LACOE) | $93,139.46 |
| 07/01/26 | ORTE000 | Rigo Ortega | $193.50 |
| 07/02/26 | PSAD000 | PS Administrators | $291.10 |
| 07/07/26 | PSAD000 | PS Administrators | $220.74 |
| 07/08/26 | EDTE000 | EdTech 101 | $73,344.00 |
| 07/08/26 | MUTU001 | Mutual of Omaha Insurance Company | $452.28 |
| 07/08/26 | NATI000 | National Benefit Services | $225.00 |
| 07/08/26 | TMOB006 | T-Mobile 3616 | $4,496.74 |
| 07/08/26 | UPSF000 | UPS | $318.00 |
| 07/08/26 | UPSF000 | UPS | $253.86 |
| 07/08/26 | UPSF000 | UPS | $108.39 |
| 07/09/26 | AMAZ100 | Amazon Capital Services (iCA) | $10,252.83 |
| 07/09/26 | LANG005 | Language Network, Inc. | $194.00 |
| 07/09/26 | LANG005 | Language Network, Inc. | $240.00 |
| 07/09/26 | SCHO009 | School Pathways LLC | $3,940.24 |
| 07/09/26 | ILEA300 | iLEAD California | $10,255.10 |
| 07/09/26 | ILEA300 | iLEAD California | $986.65 |
| 07/09/26 | ILEA300 | iLEAD California | $83.20 |
| 07/09/26 | ILEA300 | iLEAD California | $192.88 |
| 07/14/26 | VENB000 | Venbrook Insurance Services | $7,597.12 |
| 07/17/26 | AMAZ100 | Amazon Capital Services (iCA) | $3,120.64 |
| 07/17/26 | APPL000 | Apple Inc | $32,087.95 |
| 07/17/26 | CHRI006 | Christy White, Inc, | $1,600.00 |
| 07/17/26 | CIGN000 | Cigna Healthcare | $2,689.08 |
| 07/17/26 | KAIS000 | Kaiser Foundation Health Plan | $4,866.24 |
| 07/17/26 | NONS000 | Nonstop Administration & Insurance Services, Inc. | $11,961.24 |
| 07/17/26 | PSAD000 | PS Administrators | $71.10 |
| 07/17/26 | PSAD000 | PS Administrators | $69.89 |
| 07/17/26 | ZARN000 | Todd Zarnitz | $2,500.00 |
| 07/20/26 | CIGN003 | Cigna Health and Life Insurance Company | $29,845.73 |
| 07/20/26 | DUNY000 | Emily Dunys | $413.41 |
| 07/21/26 | DEPT010 | Department of the Treasury | $117.98 |
| 07/22/26 | HESS000 | Hess and Associates Inc | $447.50 |
| 07/24/26 | MUTU001 | Mutual of Omaha Insurance Company | $406.86 |
| 07/29/26 | LEGA003 | Legal Shield | $72.25 |
| 07/29/26 | ILEA300 | iLEAD California | $42.58 |
| 07/29/26 | ILEA300 | iLEAD California | $7.60 |
| 07/29/26 | ILEA300 | iLEAD California | $19.94 |
| 07/30/26 | PSAD000 | PS Administrators | $208.29 |
| 07/31/26 | LOSA001 | Los Angeles County Office of Education (LACOE) | $71,323.02 |
| 08/04/26 | CLAY001 | Clay World LLC | $8,937.50 |
| 08/04/26 | NATI000 | National Benefit Services | $50.00 |
| 08/04/26 | PACI011 | Pacific OneSource, Inc | $1,303.00 |
| 08/04/26 | ORTE000 | Rigo Ortega | $492.00 |

| Date | Vendor ID | Vendor Name | Amount |
|---|---|---|---|
| 08/11/26 | CIGN001 | Cigna Healthcare | $314.78 |
| 08/11/26 | IXLL000 | IXL Learning | $7,100.00 |
| 08/11/26 | SCHO009 | School Pathways LLC | $9,869.45 |
| 08/11/26 | TMOB006 | T-Mobile 3616 | $4,496.77 |
| 08/11/26 | ILEA300 | iLEAD California | $475.07 |
| 08/11/26 | ILEA300 | iLEAD California | $942.15 |
| 08/13/26 | WILL025 | Benjamin Williams | $340.71 |
| 08/13/26 | DUNY000 | Emily Dunys | $489.26 |
| 08/13/26 | PACI011 | Pacific OneSource, Inc | $86.00 |
| 08/14/26 | PSAD000 | PS Administrators | $71.10 |
| 08/14/26 | QMDE000 | QM Design Group, Inc | $86.64 |
| 08/18/26 | AMAZ100 | Amazon Capital Services (iCA) | $355.50 |
| 08/19/26 | AMAZ100 | Amazon Capital Services (iCA) | $1,430.46 |
| 08/19/26 | MONR001 | Christy Monroe | $326.99 |
| 08/19/26 | KAIS000 | Kaiser Foundation Health Plan | $5,263.51 |
| 08/19/26 | NATI000 | National Benefit Services | $50.00 |
| 08/19/26 | RONG000 | Suzanne Ronge | $295.90 |
| 08/19/26 | UPSF000 | UPS | $417.76 |
| 08/19/26 | UPSF000 | UPS | $558.55 |
| 08/19/26 | UPSF000 | UPS | $78.65 |
| 08/19/26 | UPSF000 | UPS | $125.39 |
| 08/19/26 | UPSF000 | UPS | $131.53 |
| 08/19/26 | UPSF000 | UPS | $99.84 |
| 08/19/26 | UPSF000 | UPS | $188.30 |
| 08/21/26 | DOMO005 | Renata Domogala | ($118.00) |
| 08/25/26 | LAWO000 | Law Offices of Young, Minney & Corr, LLP | $42.50 |
| 08/25/26 | DOMO005 | Renata Domogala | $118.00 |
| 08/25/26 | SCHO009 | School Pathways LLC | $3,500.00 |
| 08/25/26 | SAND008 | Stephanie Sanders | $354.26 |
| 08/25/26 | DYER000 | Thomas Dyer | $286.00 |
| **Total** | | | **$513,282.38** |