ORIGINAL

AGENDA
PUBLIC HEARING @ REGULAR MEETING
BOARD OF DIRECTORS
iQ Academy California - Los Angeles
June 16, 2026 | 3:45 P.M.
Primary Location:
Zoom Meeting: https://zoom.us/j/6666524076
Conference call: (669) 900-9128
Meeting ID: 666 652 4076
Alternate Locations:
23308 Elm Avenue, Torrance, CA 90505
871 Hartglen Ave., Westlake Village, CA 91361
Rowland Unified School District, 1830 South Nogales Street, Rowland Heights, CA 91748

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

The iQ Academy California-Los Angeles Charter School ("School") welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the School in public. We are pleased that you are in attendance and hope that you will visit these meetings often. Your participation assures us of continuing community interest in our School. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided.

1. Agendas are available to all audience members at the door to the meeting or by requesting the agenda from the School Office (805-581-0202). You may also email jgorin@caliva.org.

2. "Requests to Speak" forms are available to all audience members who wish to speak on any agenda items or under the general category of "Oral Communications." Speakers may also request to be placed on "Speakers List" by calling the School Office (805-581-0202) or emailing jgorin@caliva.org seventy-two hours in advance of the meeting.

3. The "Oral Communications" portion is set-aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item. In the event a member of the public speaks to the Board in a language other than English, their allowed public comment time will be doubled to allow time for translation of their comments.

4. With regard to items that are on the agenda, you may specify that agenda item on your blue request form and you will be given an opportunity to speak for up to five (5) minutes when the Board discusses that item.

5. Citizens may request that a topic related to school business be placed on a future agenda by submitting a written request at least seventy-two (72) hours in advance of any regular meeting. Once such an item is properly agendized and publicly noticed, the Board can respond, interact, and act upon the item.

iQ Academy California - Los Angeles does not discriminate on the basis of age, race, creed, color, sex, national origin, religion, gender, physical or mental disability, ancestry or marital status, in any of its policies, procedures or practices.
In compliance with the Americans with Disabilities Act (ADA) and upon request, Charter School may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require

I. PRELIMINARY

A. CALL TO ORDER
Meeting was called to order by the Board Chair at 3:48 P.M.

B. ROLL CALL

	Present	Absent
Ms. Esther Garcia	__X___	_____
Dr. Julie Mendoza (Board Chair)	__X___	_____
Mr. Ben Pace (Treasurer)	__X___	_____

C. FLAG SALUTE
- Led by Nick Stecken

D.

NOTICE OF PUBLIC HEARING

TIME AND DATE: **June 16, 2026 | 3:45 P.M.**
During the Regular Board Meeting

LOCATION: **Zoom Meeting:** https://zoom.us/j/6666524076

SUBJECT: **Local Control Accountability Plan**

Opening of Public Hearing: 3:48 P.M.

Closing of Public Hearing: 3:49 P.M.

II. COMMUNICATIONS

A. ORAL COMMUNICATIONS: Non-agenda items: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.

- **Laura Ramli (Union Representative, IQTA)** addressed the Board regarding concerns about the teacher-to-administrator ratio, administrator bonus payments, and compensation practices. She asked the Board to consider questions related to the criteria for administrative bonuses, the distribution of school funds, equity between teacher and administrator compensation, and transparency in reporting. She also requested that the Board consider reviewing historical bonus and salary increase practices.

B. For Information: Director's Report
This is a presentation of information which has occurred since the previous Board meeting.

- **Nick Stecken, Head of School**, presented the Director's Report and provided updates on enrollment, re-registration, academic performance, projected state indicators, staff retention, summer planning, and NCAA eligibility.

  He reported an adjusted enrollment of 2,501 students, including 988 elementary students, 849 middle school students, and 664 high school students, after removing graduating seniors from the count. He also reported that re-registration for the 2026-2027 school year is currently at 73%, an increase from the prior year.

  He reviewed state testing results and noted overall gains in English Language Arts, Mathematics, and Science, particularly at the middle and high school levels. He also discussed projected state accountability indicators, noting that the majority of staff indicated an intent to return for the 2026-2027 school year, and reviewed summer planning efforts focused on operational improvements, data systems, artificial intelligence integration, professional development, and student engagement initiatives.

- **Kristy Alexis, Director of Middle School**, provided an NCAA Eligibility Center update and announced that IQLA received NCAA certification effective April 30, 2026, retroactive to the 2025-2026 school year, expanding opportunities for student-athletes.

C. <u>For Information: Board/Staff Discussions</u>
Board and staff discuss items of mutual interest.

- **Local Indicators**
  The Local Indicators are a component of the California School Dashboard that measure a local educational agency's progress in implementing state priorities that are not assessed through statewide data, including basic services, implementation of academic standards, parent and family engagement, school climate, and access to a broad course of study.

  - Cathy Wilson presented the Local Indicators Report and responded to questions from the Board.

D. <u>Approval of Previous Board Meeting Minutes</u>

- **Minutes from the Regular Meeting held on February 26, 2026**
  Moved by: Dr. Julie Mendoza
  Seconded by: Esther Garcia
  Vote: Ayes: 3, Noes: 0
  Motion carried.

APPROVED

III. CONSENT AGENDA ITEMS

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The director recommends approval of all consent agenda items.
- None

IV. CLOSED SESSION

- **CONFERENCE WITH LABOR NEGOTIATORS**
  Agency Designated Representatives: Nick Stecken, Head of School & IQLA Legal Counsel
  Employee Organization: IQTA

  - The Board unanimously approved the ratification of the Side Letter entitled *"*Side Letter Between iQ Academy California - Los Angeles and iQ Academy Teachers Association Regarding Resolution of Effects Bargaining Related to Use of iQ Academy Elementary Trackers, Implementation of Canvas & PowerSchool Student Information Systems*"* between iQ Academy California - Los Angeles and the iQ Academy Teachers Association (IQTA).

  - The closed session was adjourned at 4:45 p.m., and the Board reconvened in Open Session immediately thereafter.

APPROVED

V. SCHEDULED FOR ACTION

A. BUSINESS

Local Control Accountability Plan **BDRPT 01**

The Local Control and Accountability Plan (LCAP) is a three-year strategic plan that outlines the school's goals, actions, expenditures, and progress related to improving student outcomes, and because the school operates as a single-school district, the LCAP also serves as the School Plan for Student Achievement (SPSA) for purposes of Title program planning and funding.

- Julie inquired about the process for rating the actions and services included in the Local Control and Accountability Plan (LCAP). Nick explained that the ratings are based on local data and are monitored by the administrative team.

APPROVED

ConApp **BDRPT 02**

The Consolidated Application (ConApp) is the annual application and reporting process required by the California Department of Education for local educational agencies to apply for and certify compliance with federal Title funding programs.

- No questions asked.

APPROVED

Adopted Budget **BDRPT 03**

The Board will consider approval of the Adopted Budget for the upcoming fiscal year, including proposed salary schedules.

- No questions asked.

APPROVED

Ratification of Disbursements **BDRPT 04**

The Board will consider ratification of disbursements as presented.

- No questions asked.

APPROVED

CalSTRS Charter School Certification Forms **BDRPT 15**

Approval for the Head of School to sign and submit CalSTRS charter school certification forms.

- No questions asked.

APPROVED

Approval of Amended Bylaws **BDRPT 16**

Consideration and approval of updated bylaws reflecting current legal and compliance requirements, including CalSTRS-related updates.

- Nick stated that an amendment to the "Amended Bylaws" would be needed. The signature line will be updated to reflect Dr. Julie Mendoza in place of Deena Anthony. Julie confirmed that the change was appropriate. He also shared that Jennifer Gorin is expected to be nominated for election as Board Secretary at a future meeting.

APPROVED

Ratification of Memorandum of Understanding (MOU) with Rowland Unified School District **BDRPT 19**

Review and consideration of ratification of the MOU as presented.

- No questions asked.

APPROVED

Certificate of Amendment of Articles of Incorporation **BDRPT 20**

Approval of Certificate of Amendment to support CalSTRS/CalPERS compliance requirements.

- Nick stated that an amendment to the "Certificate of Amendment of Articles of Incorporation" would be needed. The signature line will be updated to reflect Dr. Julie Mendoza in place of Deena Anthony, and Julie confirmed that the change was appropriate. He also shared that Jennifer Gorin is expected to be nominated for election as Board Secretary at a future meeting.

APPROVED

Consideration and Approval of One-Time Payment of Bonuses **BDRPT 22**

The Board will consider and take action on a one-time bonus payment for eligible employees.

- Paco noted that a correction is needed to the resolution to reflect IQTA instead of CVEU and to update references from "Insight" to "IQLA." Julie confirmed that the corrections were appropriate.

APPROVED

B. PERSONNEL

Employee Handbook **BDRPT 07**

The Board will review and consider approval of the updated Employee Handbook, which outlines policies, procedures, and expectations for staff.

- No questions asked.

APPROVED

2025-26 Employment Agreements and Terminations **BDRPT 08**

The Board will review and consider ratification of 2025–26 Employment Agreements to support staffing needs based on enrollment demands for the 2025–26 school year.

- No questions asked.

APPROVED

C. INSTRUCTION AND CURRICULUM

Parent Student Handbook **BDRPT 09**

APPROVED

The Parent Student Handbook (PSHB) provides students and families with required information regarding school policies, procedures, academic expectations, student supports, and parent and student rights and responsibilities.

- No questions asked.

Independent Study Policy **BDRPT 13**

The Board will review and consider approval of the updated Independent Study Policy for the 2026–2027 school year to ensure compliance with applicable independent study requirements and alignment with current school procedures and student support practices.

- No questions asked.

APPROVED

EL Master Plan Updates **BDRPT 14**

The Board will review and consider approval of the English Learner (EL) Master Plan, which aligns services, supports, and resources for English Learners with the California Department of Education's English Learner Roadmap and updates Designated ELD curriculum to support language development and academic achievement.

- Jennifer Gorin noted that the board voting table included Dr. Brian Huff, a former Board member, and that Esther Garcia was not included. The record will be corrected to reflect Esther Garcia.

APPROVED

D. PUPIL SERVICES

- None

VI. ITEMS SCHEDULED FOR INFORMATION

- None

VII. ADJOURNMENT

The meeting was adjourned at 5:17 P.M.

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
IQ Academy Los Angeles	Nick Stecken Head of School	nicstecken@iqcala.com 805-581-0202

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
23-24	68	95.9%	3.1%	0	1.0%	0	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards			3		
History-Social Science			3		

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

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education			3			
Health Education Content Standards				4		
Physical Education Model Content Standards				4		
Visual and Performing Arts				4		
World Language				4		

Support for Teachers and Administrators

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

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4

Practices	Rating Scale Number
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The school continues to prioritize building meaningful relationships to support student success in our virtual learning environment, making significant measurable gains in family and student engagement this year. Our multi-layered support system begins with enrollment approval, where families receive individualized onboarding from an Engagement Coach. This robust, year-round system ensures families understand program expectations, navigation of the online platform, and how to access resources.
Teachers maintain consistent communication through immediate welcome calls, monthly academic connection calls, and daily standards-based, synchronous instruction. These touchpoints allow staff to collaborate with parents on student strengths and goals, directly driving improved academic outcomes. To cultivate a deeply supportive community, the school offers virtual and in-person outings, clubs, and parent/Learning Coach (LC) support sessions in both English and Spanish. This year, we saw a surge in community connection, with 21.5% of students attending an in-person outing (a significant increase from 3% last year). Additionally, 14% of students participated in our 32 student-initiated, teacher-sponsored clubs, up from 27 clubs last year.
Our commitment to inclusivity is reflected in our dedicated support for underrepresented families through the iQ Connect and IQ Boost programs. We provide bilingual engagement during onboarding and throughout the calendar year, alongside on-demand interpretation and translated schoolwide documents. This intentional focus on equity is validated by our latest local data:

- 93% of families surveyed expressed satisfaction with their interactions with teachers.
- 94% of students surveyed agreed that the school is welcoming to parents and families.
- 92% of students surveyed indicated that the school emphasizes showing respect for all students' cultural beliefs and practices.

Finally, the school actively involves educational partners in the continuous improvement planning process. Administrators host regular parent, student, and staff feedback sessions, focus groups, and surveys to identify student needs and adapt services. Data is collaboratively evaluated through multiple accountability pathways, including Title I meetings, Partner Engagement Meetings, the English Learner Advisory Committee (ELAC), WASC, and Local Control Accountability Plan (LCAP) planning. This feedback directly informs leadership decisions, allowing for agile, data-driven adjustments to department action plans and family engagement offerings.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

While the school has celebrated significant successes in community connection, local data and educational partner input have highlighted clear focus areas for targeted improvement. A primary objective remains increasing participation in LCAP planning meetings and feedback forums to ensure collaborative decision-making across the school community.
Additionally, addressing the needs of our growing Spanish-speaking population continues to be a core focus. The school is actively working to expand relationship-building opportunities for families who do not speak English to ensure their voices are elevated. We are actively refining this outreach through bilingual engagement coaches who work directly with our Spanish-speaking demographic, alongside the strategic implementation of localized

communication groups set up through platforms like WhatsApp.
Recent educational partner data has also illuminated shifting trends in parent participation, prompting a strategic redirection of resources:

- Targeting LCAP Engagement: This year, the school noted a drop in parent attendance at Educational Partner Engagement meetings, where stakeholders provide feedback on the Local Control Accountability Plan (LCAP). Re-engaging families in this specific forum is a key priority for the upcoming year.
- Capitalizing on ELAC Growth: Conversely, we experienced an increase in parental involvement within the English Learner Advisory Committee (ELAC), which even included our first student participant. We aim to sustain this momentum and duplicate this success across other committees.
- Onboarding & Virtual Proficiency Support: The school observed a decline in the number of parents attending orientation during initial enrollment. Because strong parent/Learning Coach participation is absolutely essential to student success in a virtual learning environment, we launched a proactive auditing process this year. Through this initiative, we systematically monitor parent effectiveness in navigating our school programs. We are now actively using this audit data to identify and target families demonstrating a need for additional, individualized support.

By addressing these specific gaps, the school intends to build a more resilient, accessible, and inclusive support network for all families.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Improving Engagement of Underrepresented Families
To deepen relationships between school staff and families, the school is actively expanding targeted initiatives for our underrepresented populations, focusing heavily on language access, cultural recognition, and direct material support.

Language Access and Technological Innovation
Recognizing the continued growth of our Spanish-speaking demographic, the school is committed to scaling our bilingual classified support staff. This expansion ensures that non-English speaking families have immediate, consistent access to staff who can guide them through the virtual curriculum. Additionally, to bridge communication gaps for all non-English speaking households, we are actively researching and evaluating AI-driven interpreting software. The goal is to implement a platform that allows for seamless, real-time, and natural two-way conversations between staff and families during daily school operations.

Cultural Celebration and Community Outreach
Moving beyond administrative support, the school is launching a comprehensive community outreach campaign specifically designed to celebrate our Spanish-speaking families. This initiative focuses on creating meaningful, schoolwide opportunities to recognize and honor their diverse cultural backgrounds. By elevating these families' voices and visibility, we aim to foster a deeper sense of belonging and partnership within our virtual school community.

Holistic Support for Foster and McKinney-Vento (MKV) Youth
The school continues to strengthen its dedicated support structures for highly mobile and vulnerable student populations, including foster youth and students experiencing homelessness (MKV).

- Dedicated Mentorship: Each MKV and foster family is paired with a dedicated Engagement Coach who provides individualized, wrap-around support to ensure stability and academic success in the virtual environment.
- Material Resources: To remove barriers to learning right from the start, we have initiated a new program to distribute backpacks fully stocked with essential school supplies directly to our MKV families.

Through this blended approach of targeted communication, cultural validation, and tangible resources, the school ensures that our most underrepresented families are fully seen, supported, and engaged.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Current Strengths and Progress: Building Partnerships for Student Outcomes
As an independent study charter school, we recognize that a parent or Learning Coach's role is critical to student outcomes. The school intentionally cultivates strong partnerships by providing families with the precise information, tools, and resources required to support student learning at home.

Transparent Communication and Specialized Platforms
Families maintain 24/7 access to student grades, real-time online school activities, and instructional curriculum. To bridge the gap between home and school, teachers conduct quarterly conferences with families to deeply discuss student progress, assessment results, and academic expectations. Communication is further streamlined through our schoolwide messaging platform (ParentSquare), a digital parent-student handbook, active social media channels, and the school website. These platforms ensure families understand their legal rights, find opportunities to build community, and are empowered to advocate for their students. Additionally, our dedicated Learning Coach mobile app provides an active social platform where parents and staff engage in robust, frequent back-and-forth discussions regarding school activities and programs.

Data-Driven Collaboration
Partnerships are continuously refined using targeted feedback loops. We administer teacher surveys several times a year to gather satisfaction and instructional input. Furthermore, our early-year student survey measures readiness for the virtual environment, gathers feedback on the prior year's experience, and diagnoses immediate student needs so school resources can be deployed effectively. To ensure these insights translate to classroom success, our Curriculum Specialists lead collaborative Professional Learning Communities (PLCs) that focus on high levels of support for every teacher and high levels of learning for every student.

Targeted Multi-Tiered Support Systems
A major strength this year is the intentional, structured inclusion of parents within our student intervention teams:

- Engagement Coaches: Dedicated to re-engaging students who have become disconnected, these coaches systematically reach out to families to build trusting relationships and invite parents to be active partners in the re-engagement process.
- Student Support Specialists: Focused on students struggling academically, these specialists work hand-in-hand with families to build a bridge between student effort and academic mastery.

Both teams maintain consistent accountability by sending parents comprehensive, individualized updates each week following their student sessions. This ensures parents are never left out of the loop and possess the exact insights needed to reinforce student growth at home.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Focus Area(s) for Improvement: Building Partnerships for Student Outcomes
While the school successfully gathers substantial input from families, local data and educational partner feedback indicate a clear need to formalize, diversify, and increase the frequency of feedback loops across all stakeholder groups, particularly teachers and students.

Formalizing and Enhancing Feedback Channels
Historically, student feedback has been heavily concentrated in the beginning-of-the-year survey, while teacher feedback has largely been captured through informal, casual conversations throughout the school year. To optimize these partnerships for student outcomes, the school's primary focus is leveraging these existing touchpoints to formalize and structure the continuous collection of actionable data.
To achieve this, we are currently revising our entire survey outreach strategy for teachers, students, and parents. Rather than relying on isolated or static surveys, the new approach focuses on distributing more frequent, targeted feedback tools that are directly aligned with relevant school events at the precise time they occur. This strategic timing ensures that the data collected is timely, relevant, and immediately useful for driving program adjustments.

Strengthening Teacher Support and Collaboration
In tandem with digital surveys, the school is actively working to increase the volume and depth of input received from our instructional staff. To build stronger internal partnerships, we are matching our survey efforts with routine, proactive phone calls to teachers. These regular, personalized check-ins are designed to build deeper professional relationships, provide a consistent forum for teachers to share real-time insights, and offer immediate opportunities for staff to ask questions and seek targeted administrative support.

Expanding Stakeholder Committees
We also continue to expand the scope and impact of our Social-Emotional Learning (SEL) committee. By intentionally uniting teachers, administrators, parents, and students within a singular advisory body, this committee serves as a vital vehicle for ongoing, multi-perspective feedback. Moving forward, the school will continue to refine these collaborative methods, ensuring we utilize communication channels that stakeholders are highly motivated to engage with throughout the academic year.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Improving Engagement of Underrepresented Families: Building Partnerships for Student Outcomes
To ensure equitable student outcomes, the school is actively expanding and refining its targeted partnership

strategies for underrepresented families, removing communication barriers and creating accessible pathways for leadership.

- Inclusive Governance: We are continuously building out our parent advisory committee, which intentionally provides a structured, supportive opportunity for all diverse student demographics and families to be fully represented in school decision-making.
- Familiar Communication Platforms: To meet families where they are, we have established dedicated WhatsApp groups. This provides a culturally familiar, low-barrier, and highly accessible platform for our Spanish-speaking families to interact with other parents and school staff in real time, fostering community and rapid resource sharing.
- Direct 1:1 Onboarding Support: Recognizing that navigating a virtual learning environment can be challenging, we provide intensive, individualized 1:1 support to new Spanish-speaking families from the moment they enroll. This personalized bilingual mentorship continues throughout their entire first year, ensuring parents are fully equipped to partner with the school and support their student's ongoing academic success.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Current Strengths and Progress: Seeking Input for Decision-Making
The school has established robust, multi-layered systems to actively seek and incorporate educational partner input into our institutional decision-making processes. We continue to see a large and steady increase in overall engagement across our formal feedback sessions, Title I meetings, and English Learner Advisory Committee (ELAC) meetings.

Expanding Representative Advisory Groups

A standout achievement this year has been the direct growth and diversification of our advisory committees. Notably, we experienced a significant increase in parental involvement within ELAC, expanding our reach into our Spanish-speaking community. To ensure the student voice is directly represented in leadership decisions, we also celebrated our first active student participant within the ELAC framework this year. Beyond these formalized committees, the school continues to see thriving engagement within our dedicated Learning Coach mobile application. This platform allows parents and school administrators to connect via casual, real-time discussions, providing leadership with an immediate, organic pulse on community needs and perspectives.

Data-Driven Validation
Our progressive strategies for gathering feedback are strongly validated by our latest local survey metrics, which demonstrate that our community feels heard, valued, and respected:

- 94% of students surveyed agreed that the school environment is welcoming to parents and families, confirming that our outreach creates an accessible space for stakeholder input.
- 92% of students surveyed indicated that the school emphasizes showing respect for all students' cultural beliefs and practices, ensuring that our decision-making frameworks are built on a foundation of equity and inclusivity.
- 93% of families expressed high satisfaction with their interactions with teachers, reflecting a deeply ingrained culture of open communication.

Through this combination of digital platforms, diversified committees, and targeted surveys, the school successfully ensures that decisions are collaboratively shaped by the very community we serve.

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

Focus Area(s) for Improvement: Seeking Input for Decision-Making
While the school has established foundational committees to gather stakeholder feedback, our current focus is on maximizing the operational impact of these groups and addressing specific participation gaps identified in recent local data.

Re-Engaging Families in Strategic Planning
A primary focus area for improvement is reversing a recent decline in parent attendance at our Educational Partner Engagement meetings, which are critical for gathering feedback on the Local Control Accountability Plan (LCAP). Because these meetings directly influence resource allocation and schoolwide goals, the school is actively developing targeted outreach strategies to re-engage families in this specific governance forum, ensuring their voices shape high-level fiscal and programmatic decisions.

Optimizing and Expanding Committee Structures
To ensure balanced input from all educational partners, the school is focusing heavily on the continuous development of our key advisory bodies:

- The Social-Emotional Learning (SEL) Committee: Comprising teachers, administrators, parents, and students, this relatively new group is a major focus area. We are working to fully integrate this committee into our decision-making pipeline so that stakeholders can directly influence our schoolwide wellness and mental health initiatives.
- ELAC and Parent Advisory Committees: Following a heartening increase in parental involvement and our first student participant in the English Learner Advisory Committee (ELAC), we are focused on sustaining this momentum. We aim to leverage this success as a blueprint to boost participation in our broader Parent Advisory Committee, ensuring a wider, more diverse demographic of parents and teachers are actively leading these spaces.

By shifting from merely establishing these committees to actively optimizing their outreach and addressing specific attendance gaps, the school will ensure that stakeholder input remains a driving force behind our institutional growth.

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

Improving Engagement of Underrepresented Families: Seeking Input for Decision-Making
To ensure that schoolwide decisions reflect the needs of our entire student body, the school utilizes targeted, proactive outreach strategies designed to elevate the voices of our underrepresented and highly mobile families.

Elevating Multilingual and Student Voices
The school continues to strengthen the English Learner Advisory Committee (ELAC), which has experienced sustained growth over the past several years. Moving beyond traditional outreach, our bilingual Engagement Coaches issue personalized, direct invitations to Spanish-speaking families for our various feedback forums, a strategy that consistently correlates with higher attendance from this demographic. Additionally, we are actively expanding the scope of this input by intentionally incorporating youth perspectives; this year, we successfully integrated our first active student participant into the ELAC framework, ensuring that underrepresented students have a direct seat at the decision-making table.

Broadening Representation
Through targeted advertising and community-building initiatives, the school is continuously expanding its Parent Advisory Committee. This committee is specifically designed to provide a transparent, accessible platform where families from all socioeconomic and cultural backgrounds have an equal voice in shaping school policies and culture.

Capturing Feedback from Highly Mobile Families
Recognizing that McKinney-Vento (MKV) and foster families often face unique situational barriers that prevent them from attending formal meetings or completing digital surveys, the school has formalized an alternative feedback loop. We systematically capture and document the valuable insights, needs, and feedback provided during informal, routine conversations between MKV/foster families and their dedicated Engagement Coaches. By archiving and analyzing these organic touchpoints, leadership ensures that our most vulnerable families directly influence schoolwide resource allocation and support systems, even when they cannot participate in traditional governance forums.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

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

The school administered its local school climate survey modeled after the California Healthy Kids Survey (CHKS) metrics to evaluate student perceptions of safety, connection, equity, and academic support within our virtual learning environment.

Survey Participation and Data Context
The school recorded a student participation rate of 50%. While this represents a minor decrease from the previous year's rate of 57%, the dataset remains a statistically viable and informative sample size to guide leadership in evaluating our overall campus culture.

Key Strengths and Current Findings
An analysis of the current data demonstrates that the school has successfully sustained an exceptionally strong, positive, and inclusive learning environment, with core metrics remaining remarkably stable year-over-year:

- Culture of Caring and Support: Our highest marks this year center on staff dedication, with 94.7% of students reporting that their teachers care about student success at school (an increase from 89.8% last year).
- High Expectations for All: 92.8% of students indicate that the adults at this school believe every student can be successful.
- Sustained Feeling of Security: Students continue to feel secure in our programs, with 90.7% of students reporting that they feel safe at school.
- Academic Support and Promotion: 90.1% of students indicated that the school actively promotes academic success, which is closely reinforced by the 89.7% of students who agree that the school provides all students equal opportunities to participate in classroom discussions or activities.
- Commitment to Diversity: Reflecting a strong, inclusive culture, 90.3% of students feel that the school actively fosters an appreciation of differences and diversity.

Analysis of Trends
A comparison with prior data shows only minor fluctuations across most categories, indicating a stable school climate. The consistency of scores clustering around the 90th percentile or above validates that our virtual model successfully provides a welcoming, equitable, and high-achieving environment. Leadership will continue to leverage these strong climate indicators while focusing on strategic outreach methods to expand total survey participation in upcoming windows.

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

Identified Areas of Strength
The most significant learning from the data is the YOY stability of our school climate metrics. Maintaining scores that consistently cluster at or above the 90th percentile across multiple indicators proves that the school has successfully established a resilient, positive, and supportive culture.

- Relational Care: A major highlight from this cycle is that 94.7% of students feel their teachers care about their success, which is a notable increase from the previous year.
- Asset-Based Culture: With 92.8% of students reporting that school adults believe they can succeed, it is clear that our instructional teams are effectively communicating high expectations and building strong, supportive student connections in the virtual environment.
- Inclusivity & Safety: Our independent study model continues to foster a safe (90.7%) and culturally inclusive (90.3%) environment where students feel secure and valued.

Identified Areas of Need
Despite strong climate ratings, the analysis revealed areas of need centered around engagement and data representation:

- Survey Participation Rates: The primary area for improvement is our overall survey participation, which experienced a slight decline from 57% last year to 50% this year.
- Subgroup Data Disaggregation: Historically, specific student groups have demonstrated lower response volumes than the general student body. To ensure our data remains truly representative and that we are capturing the diverse lived experiences of all student demographics, the school needs to implement targeted outreach strategies that motivate higher response rates during survey windows.

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

Formalizing Alternative Feedback Channels
To mitigate the lower response volumes traditionally seen in formal surveys from highly mobile or vulnerable student groups, the school is shifting its data-collection procedures. Rather than relying solely on annual digital surveys, we have established protocols to formalize the rich feedback received during routine, informal communications and support sessions. For our McKinney-Vento (MKV), foster, and special education populations, dedicated staff members systematically document qualitative data during check-ins. This ensures their lived experiences and needs are accurately represented in our continuous improvement data, even if they are unable to complete standard survey forms.

Operational Adjustments Based on Partner Input
In direct response to feedback gathered during our parent advisory committee meetings and local climate reviews, the school has enacted the following procedural and programmatic changes:

- Proactive Special Services Transparency: We have adjusted our family communication procedures to proactively distribute clear, accessible information regarding the exact processes for requesting specialized student services, including Special Education evaluations and Section 504 accommodation plans.
- Expanded Academic Infrastructure: The school is continuously expanding its academic departments to deliver targeted intervention. This includes scaling specialized instructional support to meet the distinct academic needs of our multilingual learners, students with 504 plans, and any students demonstrating significant performance gaps in mathematics and language arts.

By transitioning from passive data collection to active, flexible outreach, the school ensures that its continuous improvement efforts are informed by a complete and equitable cross-section of our community.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

The school uses individualized learning plans and grad plans to ensure all students across all grade bands and student groups have access to and are provided instruction in core subjects including math, language arts, history, science, physical education, and elective courses. In addition to the core courses offered, elementary and middle school students are offered world language, careers (MS only), music, and art. Middle school students are offered an elective of career technical education, with the opportunity to take high school courses. High school students have access to a variety of A-G approved electives that include foreign language to art to computer science. These are reviewed by teaching staff, administrative teams, and guidance counselors on a semi-annual basis at a minimum. Additionally, administrative teams review course reports regularly to ensure enrollment is accurate and appropriate for student needs. Students with IEPs who are working towards a certificate of completion are provided an option to complete an alternate course of study while continuing to have opportunities to participate in general education courses as deemed appropriate by the educational team.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

In each review period, 100% of students are enrolled in a minimum of language arts, math, science, and history at the TK-8 level, with most students participating in at least six courses. High school students are enrolling regularly in college preparatory, honors, and Advanced Placement, and credit recovery courses. TK-8 students participating in courses that offer remediation and extensions of learning, as well as providing opportunities beyond the core coursework to extend learning and depth of knowledge.
Students are accessing available courses and enrolling in a wide range of electives in addition to the core subject areas. The school has a CTE program and offerings, available to high school and middle school students. Careers Explorations are offered to 6th, 7th and 8th grade students, as well as CTE courses for qualifying 7th and 8th graders.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Families will sometimes elect to use their own computers versus having a school provided computer shipped to them. This can create access issues in some circumstances. Barriers include access to wifi and school materials, especially in homeless, foster, and socioeconomically disadvantaged students.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

We encourage all families to accept the school provided laptop. To ensure access to content, the school provides ISP reimbursement to those who qualify, and mobile hotspots and school supplies to students demonstrating need.

APPROVED

TO: IQ ACADEMY CALIFORNIA LOS ANGELES GOVERNING BOARD

BOARD REPORT #01

VIA: IQ ACADEMY STAFF
June 16, 2026

SUBJECT: Local Control Accountability Plan

PROPOSAL: It is proposed that the Governing Board of iQ Academy approve the Local Control Accountability Plan (LCAP).

BACKGROUND: Under the Local Control Funding Formula (LCFF), all Local Education Agencies (LEAs) must develop an LCAP that outlines how they will achieve annual goals for students, with specific actions to address identified state and local priorities. (*EC* Section 52060(d)).

LEAs must annually review these goals and evaluate progress using required metrics (*EC* 52060, 52066). This review must include an assessment of goal effectiveness and identify any changes to actions or goals based on the findings

Charter schools that receive federal funding through the Consolidated Application may use the LCAP and its Educational Partner Engagement process to meet federal planning requirements. Title funds are integrated into the LCAP action descriptions and are used in coordination with LCFF funds to improve student academic performance.

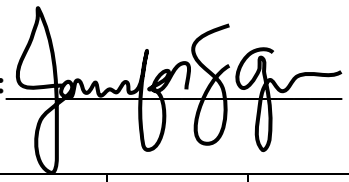
BUDGET IMPLICATIONS: Upon approval, entitlements will be spent in accordance with the plan.

RESPECTFULLY SUBMITTED
Nick Stecken
Head of School

PREPARED BY:
Nick Stecken
Head of School

PRESENTED BY:
Nick Stecken
Head of School

Ayes: 3 No: 0 Abstain: 0

Approved: Yes **Witnessed:**  **Date: 6/16/2026**

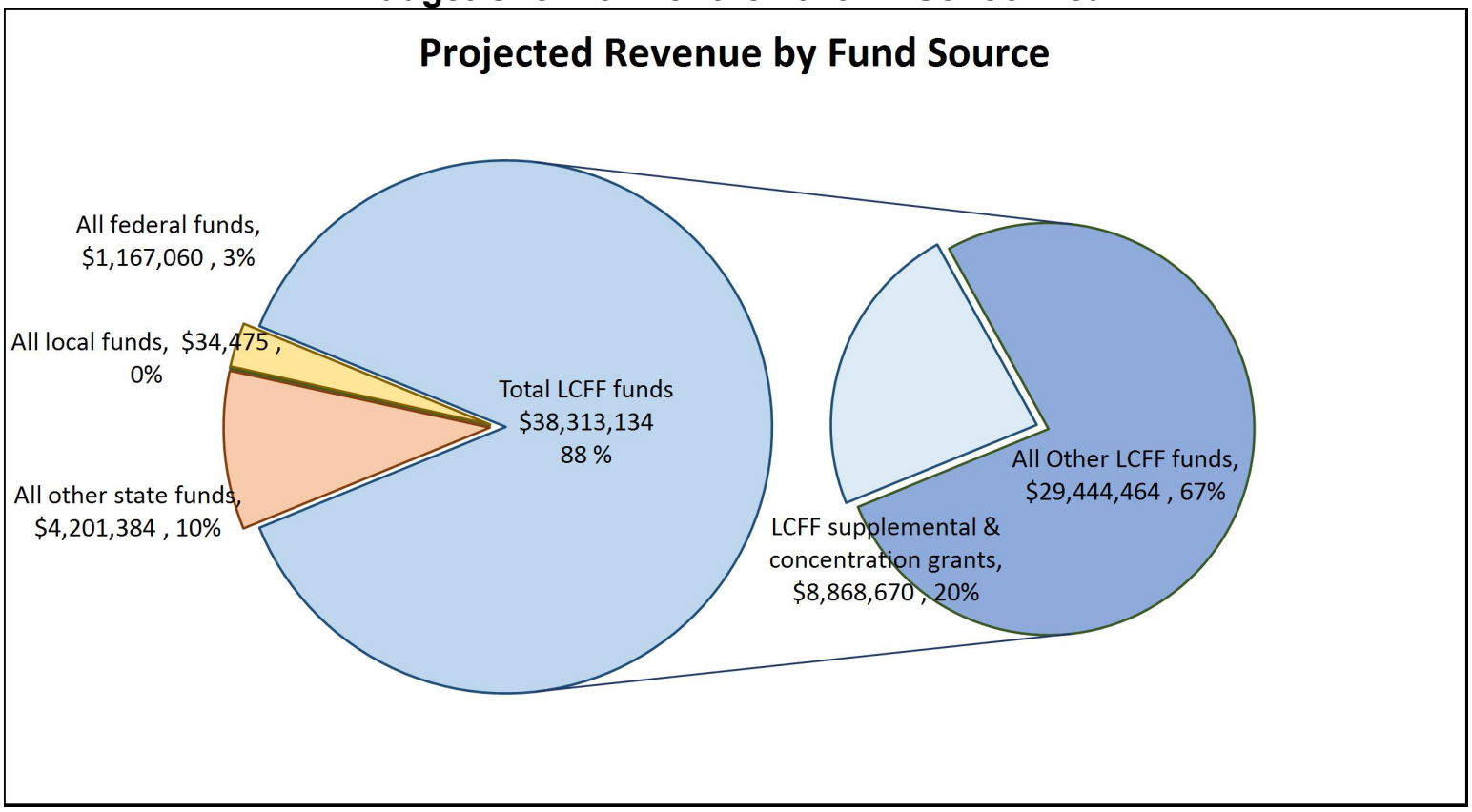
Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Julie Mendoza	X					
Ben Pace	X					X
Esther Garcia	X				X	

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: IQ Academy Los Angeles
CDS Code: 19-73452-0120600
School Year: 2026-27
LEA contact information:
Nick Stecken
Head of School
nicstecken@iqcala.com
805-581-0202

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

Budget Overview for the 2026-27 School Year

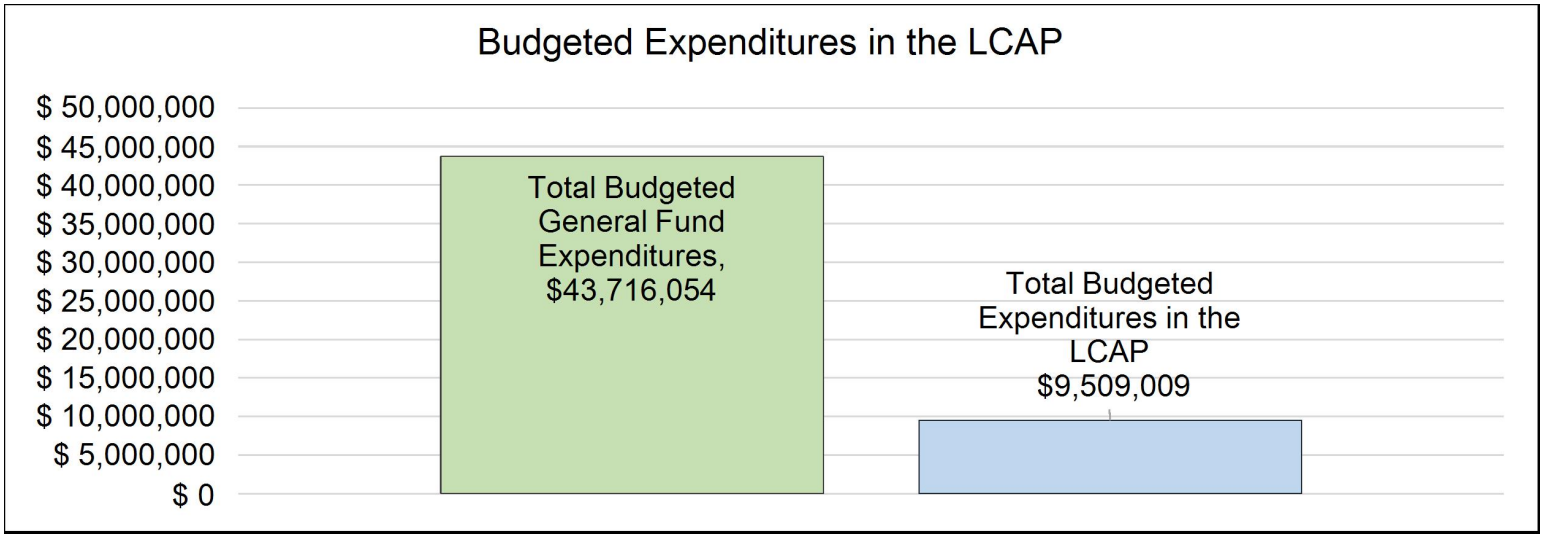


This chart shows the total general purpose revenue IQ Academy Los Angeles expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for IQ Academy Los Angeles is $43,716,053, of which $38,313,134 is Local Control Funding Formula (LCFF), $4,201,384 is other state funds, $34,475 is local funds, and $1,167,060 is federal funds. Of the $38,313,134 in LCFF Funds, $8,868,670 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much IQ Academy Los Angeles plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: IQ Academy Los Angeles plans to spend $43,716,054 for the 2026-27 school year. Of that amount, $9,509,009 is tied to actions/services in the LCAP and $34,207,045 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General funded instruction and instruction-related materials and services, certificated staff salaries and benefits, classified staff salaries and benefits, teaching supplies and materials, and general administrative support and facilities.

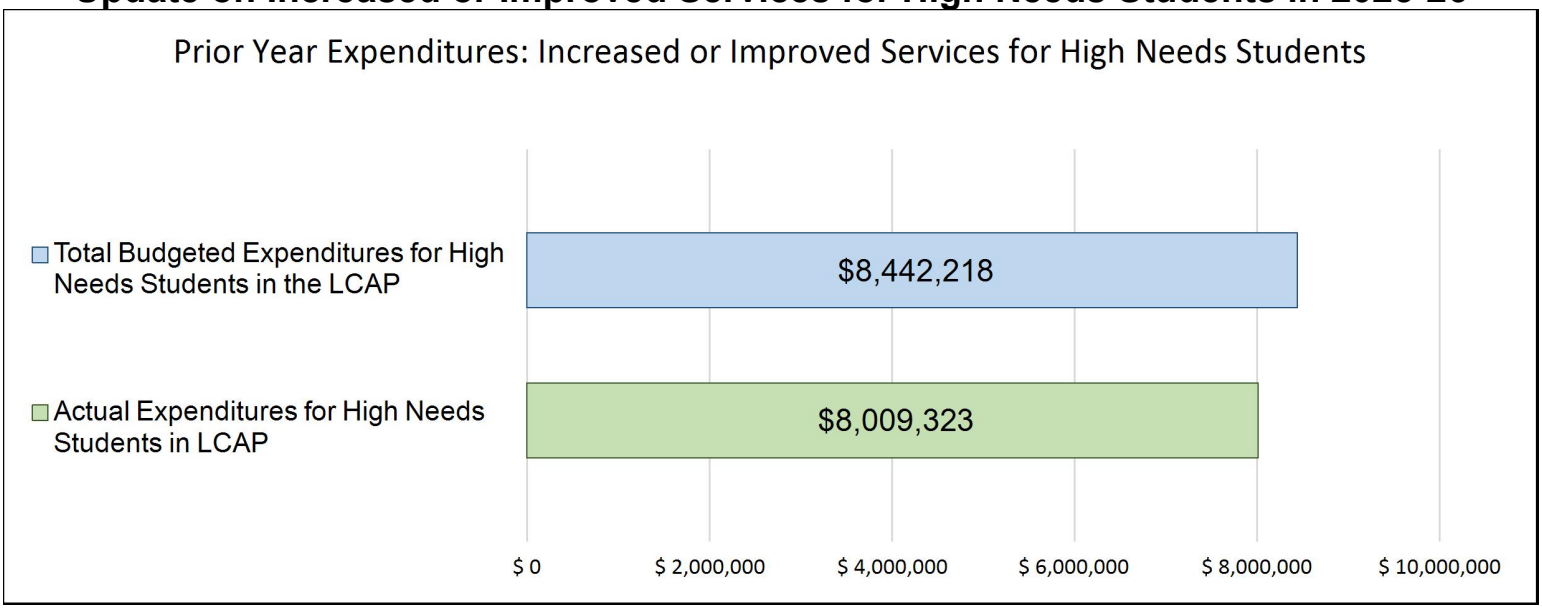
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, IQ Academy Los Angeles is projecting it will receive $8,868,670 based on the enrollment of foster youth, English learner, and low-income students. IQ Academy Los Angeles must describe how it intends to increase or improve services for high needs students in the LCAP. IQ Academy Los Angeles plans to spend $8,444,297 towards meeting this requirement, as described in the LCAP.

The School continues to reach out to its educational partners, assess student needs, and continues to engage its stakeholders to identify additional programs and areas that will benefit its high needs students

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, IQ Academy Los Angeles's LCAP budgeted $8,442,218 for planned actions to increase or improve services for high needs students. IQ Academy Los Angeles actually spent $8,009,323 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $432,895 had the following impact on IQ Academy Los Angeles's ability to increase or improve services for high needs students:

The decrease is primarily driven by a decrease in actual spending for the following Goals and Actions:

- Goal 1, Action 5
- Goal 2, Action 4
- Goal 3, Action 3

The was either unable to fill budgeted positions or filled budgeted positions mid-year. These positions were Student Support Specialists, Freshman Support Specialists, Lead Guidance Counselor, and contracted AI Engineer. As a result, it will carry forward and will utilize unspent funds in 2026-27 to provide additional programs and services that focus on core services for high needs students.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
IQ Academy Los Angeles	Nick Stecken Head of School	nicstecken@iqcala.com 805-581-0202

Plan Summary [2026-27]

General Information

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

iQ Academy California - Los Angeles (iQLA) is an online public charter school chartered by Rowland Unified School District. iQLA is known as the "public school that feels like a private school," due to our individualized and hands on approach. We serve approximately 1,721 students in grades K-12. iQLA helps students become independent, self-motivated learners by giving them a strong foundation and opportunities to explore interests and reach their academic potential. Serving residents of five southern California counties, the accredited online school offers an innovative use of technology, a rigorous and engaging curriculum, and a personalized approach tailored to different learning styles. We believe that education is most effective when we work together, as a partnership between teachers, parents and students.

Our student body is diverse, with approximately 7.8% English Learners. 76.9% of our students are socioeconomically disadvantaged. Our population is made up of 18.2% Black or African American, 58.6% Hispanic or Latino, 1.6% Filipino, 13.8% White, 3.6% Two or More Races, 2.6% Asian, 1.2% American Indian or Alaska Native, and 0.5% Native Hawaiian or Pacific Islander. Approximately 16.4% of our population qualifies for special education services.

iQ Academy of California-Los Angeles helps students become independent, self-motivated learners by giving them a strong foundation and the tools they need to reach their academic potential.
* Targeted teaching in student area(s) of strengths and weaknesses.
* State-certified teachers provide instruction synchronously and asynchronously.
* Broad, rigorous, highly interactive curriculum enriches and inspires.

* College-and-career counseling and community volunteering enrich the education experience.
* In-person and virtual outings help students connect.
* Concurrent enrollment program lets qualified students earn college credits for select courses.
* Service Learning opportunities in our high school program.
* Grad Plans for high school students showing the pathway from 9th grade through graduation.

Reflections: Annual Performance

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

Key successes in 24-25:
1. ELA improved from Orange to Yellow (+11.3 points DFS)
2. Math improved from Orange to Yellow (+24.1 points DFS)
3. EL subgroups saw exceptional gains: Math +54.3 pts, ELA +34.8 pts
4. Chronic absenteeism held stable despite 20% enrollment growth
5. Proactive hiring strategy successfully implemented
6. All Conditions and Climate indicators maintained
7. Attendance rate maintained at 95.25%

Key challenges in 24-25:
1. CCI declined from Yellow (29.4%) to Red (15.2%)
2. Graduation rate declined from Green (89.7%) to Orange (80.6%)
3. Dropout rate increased from 9.2% to 12.7%
4. ELPI declined from Green (48.6%) to Orange (42.1%)
5. SWD subgroup in ELA declined to Red (99.2 pts below)
6. STAR growth metrics declined for late-enrolling students
7. Managing 20%+ enrollment growth

General Summary: IQ Academy continued to experience significant enrollment growth in 24-25. Our student population grew from 1,429 to 1,721 students (20.4% increase per SARC), with our peak enrollment reaching approximately 2,300 students during the year. This accelerated growth reflects the continued and increasing demand for virtual independent study charter schools since COVID. iQLA serves a transient population where the SARC enrollment is a point-in-time snapshot that does not fully capture the movement of students throughout the year. The school saw a notable increase in late-cohort students enrolling mid-year, which we attribute in part to increased visibility and marketing efforts. Our student demographics shifted accordingly: 76.9% socioeconomically disadvantaged (up from 74.5%), 16.4% qualifying for special education services (up from 14.3%), and 7.8% English Learners (down slightly from 8.9% as a proportion of enrollment, though absolute EL numbers increased).

A key operational shift in 24-25 was the transition from reactive to proactive hiring. Historically, the school took a conservative approach to enrollment projections and then hired reactively in October, November, or even February and March as enrollment exceeded projections. In 24-25, the school budgeted to be slightly overstaffed on the general education side at the start of the year. Even with enrollment growth

exceeding 20%, this meant less in-year hiring, teachers supervising fewer new students, and more consistent program fidelity throughout the year. This shift had a significant positive impact on academic outcomes even though the school still had to deal with the challenges of scaling it's program and structure to account for enrollment that had exceeded our projections.

Specific breakdowns in YOY performance are listed below with additional context.

Local Indicator: Implementation of Academic Standards: Met

Academic Indicators Summary by Indicator:
Math and ELA Indicator: The school saw dramatic improvements in both ELA and Math performance in 24-25, fully reversing the declines observed in 23-24. In ELA, all students improved from Orange (35.7 points below standard) to Yellow (24.4 points below standard), an increase of 11.3 points. In Math, all students improved from Orange (79.6 points below standard) to Yellow (55.5 points below standard), an increase of 24.1 points. English Learner subgroups saw particularly strong gains: EL students in Math improved from Red (108.6 points below) to Yellow (54.3 points below), a 54.3-point improvement, and EL students in ELA improved from Red (87.8 points below) to Yellow (53.0 points below), a 34.8-point improvement. The proactive hiring strategy described above is a primary driver of these improvements, as having adequate staffing from day one allowed for more consistent delivery of the data-driven instructional program. While this is one of the primary catalysts, the school still believes it's internal program of cycle based instruction, data driven planning and intervention, and eyes on students through support departments remains the primary driving force for improvements over time.

The school did observe declines in overall STAR growth metrics; however, analysis of the data revealed that growth declines were weighted toward students with later start dates who enrolled mid-year. Students who were enrolled for the full school year showed normative growth. Because the STAR assessment window extends until December 1st, fall enrollees who may have joined with the semester half over are still included in growth calculations. The school views being available for students to enroll at any point in the school year as a higher-priority need, even though it places downward pressure on aggregate growth scores.

English Language Arts 24-25 performance:
All Students - Yellow - 24.4 points below standard

Subgroups:
African American - Orange - 56.3 points below standard
English Learners - Yellow - 53.0 points below standard
Students with Disabilities - Red - 99.2 points below standard
Hispanic - Yellow - 22.1 points below standard
Socioeconomically Disadvantaged - Yellow - 36.8 points below standard
White - Yellow - 4.7 points below standard

English Language Arts 24-25 YOY change:
All Students - Increase of 11.3 points distance from standard

Subgroups:

African American - Decrease of 14.5 points distance from standard
English Learners - Increase of 34.8 points distance from standard
Students with Disabilities - Decrease of 9.3 points distance from standard
Hispanic - Increase of 21.1 points distance from standard
Socioeconomically Disadvantaged - Increase of 7.6 points distance from standard
White - Increase of 13.3 points distance from standard

Math 24-25 performance:
All Students - Yellow - 55.5 points below standard

Subgroups:
African American - Orange - 79.5 points below standard
Students with Disabilities - Red - 119.2 points below standard
English Learners - Yellow - 54.3 points below standard
Hispanic - Yellow - 58.7 points below standard
Socioeconomically Disadvantaged - Yellow - 66.7 points below standard
White - Yellow - 38.2 points below standard

Math 24-25 YOY change:
All Students - Increase of 24.1 points distance from standard

Subgroups:
African American - Increase of 1.0 points distance from standard
Students with Disabilities - Increase of 17.1 points distance from standard
English Learners - Increase of 54.3 points distance from standard
Hispanic - Increase of 29.4 points distance from standard
Socioeconomically Disadvantaged - Increase of 19.3 points distance from standard
White - Increase of 29.6 points distance from standard

College/Career Indicator Summary: The CCI declined from Yellow (29.4% prepared) in 23-24 to Red (15.2% prepared) in 24-25. This decline is primarily attributable to the enrollment of approximately 20 late-cohort seniors who were extremely credit deficient upon enrollment. These students joined the school in late fall or spring with credit deficiencies so severe that remediation would have been impossible even in a full school year, and most did not have a full year available to them. The school maintains an expansive ecosystem of credit recovery opportunities including in-year credit recovery, after-hours credit recovery, dual enrollment with local community colleges, and summer school credit recovery. These programs have been highly effective at improving graduation rates over time, but they are not designed to address a sudden influx of highly credit-deficient seniors. The school does not view this as an intractable problem. In 25-26, the school is working with its school attorney to develop an alternative graduation pathway in the parent/student handbook that aligns to state minimum graduation requirements (130 credits vs. the IQ standard of 220 credits). This will create a viable in-year response for students who are seeking to graduate in their cohort year but are highly credit deficient. The school also continues to expect its first CTE pathway completers in 25-26, which will further support CCI improvement.

College/Career Indicator performance:
All Students - Red - 15.2% Prepared

Subgroups:
Hispanic - Orange - 13.8% Prepared
Socioeconomically Disadvantaged - Orange - 13.4% Prepared

English Learner Indicator Summary: The ELPI declined from Green (48.6% making progress) in 23-24 to Orange (42.1% making progress) in 24-25. The reclassification rate remained stable and consistent with prior years. The ELD department added one additional FTE to meet the needs of the growing EL population and underwent a departmental reorganization to specialize staff into specific grade bands. This reorganization, while ultimately beneficial, was disruptive during 24-25 as staff adjusted to their new specialized roles. Additionally, the department conducted a needs assessment and planned the implementation of a new front-end curriculum (Summit K12 ELD) for 25-26. The school expects improvements in ELPI performance in 25-26 as both the new curriculum comes online and the departmental reorganization has had time to formalize, allowing staff to settle into their specialized roles.

English Learner Progress:
English Learners - Orange - 42.1% making progress
English Learner Change YOY: -6.5% Decrease
English Learner reclassification rate: 10.7%
English Learner reclassification rate change YOY: Increase of 0.1%

Chronic Absenteeism Summary: As a virtual school, the ability to identify, monitor, and intervene to encourage student participation and engagement remains the most critical component of the program. In 24-25, despite a 20% increase in enrollment, chronic absenteeism rates remained largely stable - the Dashboard K-8 rate moved from 12.2% to 12.9%, and the all-students rate actually improved from 16.1% to 14.8%. The overall attendance rate of 95.25% was maintained near the prior year (96.12%). This stability in the face of dramatic enrollment growth is evidence that the engagement intervention systems built in prior years - including improved data feeds for homeroom teacher accountability, the IQ Connect engagement intervention team with its case management model, improved onboarding processes, and predictive engagement tools - are extremely well designed and effective at scale. These systems maintained their impact even as enrollment growth created larger class sizes and required onboarding new staff.

Chronic Absenteeism performance (Dashboard K-8):
All Students - Orange - 12.9%

Subgroups:
African American - Orange - 15.8%
English Learners - Yellow - 9.7%
Hispanic - Orange - 14.0%
Socioeconomically Disadvantaged - Orange - 14.1%
Students with Disabilities - Orange - 16.7%

White - Yellow - 6.3%

Chronic Absenteeism All Students: 14.8%

Overall Attendance rate:
95.25% (SY24-25 Annual)

Graduation Rate Summary: The graduation rate declined from Green (89.7%) in 23-24 to Orange (80.6%) in 24-25. The dropout rate increased from 9.2% to 12.7%. This decline is a direct result of the late-enrolling credit-deficient senior population described in the CCI section above. The credit recovery ecosystem and the alternative graduation pathway being developed for 25-26 are the primary responses to this challenge.

Graduation Rate indicator performance:
All Students - Orange - 80.6%

Subgroups:
Hispanic - Orange - 82.9%
Socioeconomically Disadvantaged - Orange - 78.5%

Drop out rate: 12.7% (24-25 Dataquest)

Conditions and Climate:
iQLA maintained its excellence across all Conditions and Climate indicators. The school continues to exceed the state average in Suspension Rate with a maintained score of 0% (Blue). All local indicators were Met:
* Local Indicator: Basics: Teachers, Instructional Materials, Facilities - Met
* Local Indicator: Parent and Family Engagement - Met
* Local Indicator: Local Climate Survey - Met

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Administrators host online feedback sessions throughout the year such as the Educational Partner and the Title I feedback sessions. The Parent Advisory Committee meets monthly to review student data and school programs, providing feedback and input throughout the year. Surveys are incorporated as an opportunity to collect feedback from educational partners. All sessions and surveys are offered in English and Spanish. Parents have the opportunity to communicate and hold discussions about school programs and policies through the Learning Coach app on their phone. Parent Conferences are held twice a year to involve parents in their child's educational plan. We have a strong ELAC that allow parents an opportunity to provide input on support for multilingual learners. Parents are invited to participate in our SEL committee that provides input on our SEL, trauma informed and restorative practices initiatives. Parent-Teacher Conferences: We scheduled regular parent-teacher conferences to discuss students' academic progress, as well as school programs and policies. These provided an opportunity for parents to share their feedback on what was working well and what could be improved. Parent/Teacher/Student Surveys: We developed and distributed surveys to parents, teachers and students to collect feedback on school programs and policies. Surveys were distributed electronically

Educational Partner(s)	Process for Engagement
	and included questions that addressed specific areas of interest, such as academic programs, school climate, and parent involvement. Parent/Teacher/Student Advisory Opportunities: We established parent advisory opportunities through our ELAC committee as well as through a SEL Committee that met regularly to discuss school programs and policies. These parent groups provided feedback to school and offered recommendations for improving the school community. LC APP: Parents have access to and participate in discussions about school programs and policies through an application on their phone that functions much like social media and allows parents to collaborate with each other and with administration in real time.
Students	Students are given a comprehensive survey at the time of their enrollment to collect mindsets and input. Part of this survey includes the school climate survey. They are also invited to participate in the educational partner surveys and the educational partner feedback sessions that happen 3 times a year. Students are invited to participate in the SEL committee that provides insight and feedback for our SEL, trauma informed and restorative practices initiatives. Additionally, our high school holds a leadership club where students can lead out events, plan school outings and provide feedback on school programs and offerings. Finally, students at iQ Academy create and run school clubs that are sponsored by a teacher. Parent/Teacher/Student Surveys: We developed and distributed surveys to parents, teachers and students to collect feedback on school programs and policies. Surveys were distributed electronically and included questions that addressed specific areas of interest, such as academic programs, school climate, and parent involvement. Parent/Teacher/Student Advisory Opportunities: We established parent advisory opportunities through our ELAC committee as well as through a SEL Committee that met regularly to discuss school programs and policies. These parent groups provided feedback to

Educational Partner(s)	Process for Engagement
	school and offered recommendations for improving the school community. Student Clubs: Students have the opportunity to create and run clubs that are focused on their passions and areas of interest. Leadership Club: Students have the opportunity to participate in both middle school as well as high school leadership clubs in which they take an active role in leading out events and outings for the school. Additionally, we have incorporated an ASB at the high school level this year, adding to the leadership opportunities offered to our students.
Teachers	Teachers are sent a teacher pulse check survey several times a year that collects feedback on their experience in the school in general. They are also sent a survey at the conclusion of the three professional development days we hold each year. This allows teachers to let us know what they need in terms of professional development. Teachers are sent a survey at the end of the year regarding their experience with instructional coaching. This allows teachers to let us know if their coaching experience was effective and what they would like to see in terms of coaching for the following school year. Each department sends end of year surveys as well to get feedback specific to their processes such as data conferences and PLC's. Teachers are invited to participate in our SEL committee in which they provide feedback on our SEL, trauma informed and restorative practices initiatives. They are also invited to participate in the Educational Partner surveys and feedback sessions. Parent/Teacher/Student Surveys: We developed and distributed surveys to parents, teachers and students to collect feedback on school programs and policies. Surveys were distributed electronically and included questions that addressed specific areas of interest, such as academic programs, school climate, and parent involvement. Parent/Teacher/Student Advisory Opportunities: We established parent advisory opportunities through our ELAC committee as well as through a SEL Committee that met regularly to discuss school

Educational Partner(s)	Process for Engagement
	programs and policies. These parent groups provided feedback to school and offered recommendations for improving the school community.
Administrators	Administrators are invited to participated in the Educational Partner surveys and feedback sessions. Administrators are also part of the LCAP development and creation. They are invited to participate in the SEL committee that is tasked with creating SEL, trauma informed and restorative practices programs for our school. Additionally, a weekly administrator meeting is held in which the entire admin team collaborates on school processes and programs.
Other School Personal	Other school personnel would consist of our paraprofessionals. Paraprofessionals are included on our teacher pulse checks that are sent several times a year and collect data on their overall experience as a staff member in our school. They are also invited to participate in our Educational Partner sessions and surveys. They are invited to participate in our SEL committee that serves to create and provide feedback on SEL, trauma informed and restorative practices initiatives. Our paraprofessionals participate in the professional development days that are held several times a year. As such, they are also provided the professional development survey that is sent at the conclusion of the day to collect their feedback on effectiveness and future needs.

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

Throughout the LCAP development process, the school receives input on a variety of programs and services provided to students. This process consists of two objectives: 1) Inform educational partners of progress towards meeting the LCAP goals and, 2) Determine changes or additions needed to meet current goals. The process provides a broad group of educational partners an opportunity to review progress, provide input, and support the implementation of actions through meaningful feedback.

By engaging our educational partners in these ways, we were able to create a more collaborative and inclusive school community. Specific feedback received from our educational partners through these engagement strategies was incorporated into decision-making processes, which helped us to improve our school programs and policies. We utilized the feedback obtained through these methods to inform a wide range of areas:

- intervention programs
- enrichment programs
- curriculum

- educational resources for families
- parent education
- support resources
- engagement programs
- social emotional learning opportunities,
- mental health support.

This allowed us to develop and implement programs and resources that met the needs of our students and families.

Summary of 24/25 Ed Partner Feedback:

Intervention Programs: There is a desire for more "prevention" which maps on to more opportunities for early intervention related to engagement and academic student outcomes. The school will be hiring additional classified intervention staff in an attempt to create shorter waitlists for this intervention.
-Parents advise not only a focus on students that are far below grade level but also students on the cusp.
-Parents would like to have a "prevention program".
-Parents would also like us to allow parents to refer their own kids into intervention programs.
-Parents overwhelming asked for more support writing.
-Parents with students in our intervention programs also overwhelming expressed satisfaction with the programs.

Enrichment Programs: Parents expressed support for expanded partnerships with colleges and CTE based STEM opportunities. This aligns with currently planned expansions by IQLA related to CTE staffing and clubs.
-Parents would like to see more STEM opportunities (clubs, competitions, workshops, etc)
-Parents shared satisfaction with our career focused school clubs.

Curriculum: Thematically there was common feedback from parents on curriculum being individualized to meet students where they are. There was some expression in stakeholder feedback about correct implementation and use of AI tools. The school will be creating additional guidance for teachers, students and parents meant to be responsive to this.
-Parents believe the small, targeted group focus of our instruction is working well for students.
-Parents asked for communication from teachers regarding their child's live session attendance.
-Parents emphasized the importance of live sessions being interactive and engaging and asked for possible incentives for attendance at sessions.
-Parents overwhelming expressed that the online curriculum is a powerful tool.
-Parents would like to see student curriculum individualized to a higher degree.

Educational Resources for Families: Parents have expressed a desire for more enrichment along with very normative feedback about enhanced 1:1 or small group tutoring supports. The school will be hiring additional classified interventions staff to serve this need.
-Parents would like to receive education about the availability and process of evaluating students for special education/504’s.
-Parents would like more advertising of free tutoring opportunities.
-Parents overwhelming support the college dual enrollment program as well as the CTE program.

-HS parents would like to see internship opportunities.

Parent Education: The school is looking at expanding our cultural calendar to have more frequent engaging and fun thematic events that parents and teachers can use to develop deeper connections and social-emotional supports for students.
-Parents really emphasized the importance of increasing communication between parents and teachers to deepen relationships. They do feel as though they can connect with teachers, when needed, but want increased communication for relationship building so they feel comfortable asking for what they need.
-Parents would like to be able to see their child's attendance in the system.
-Parents would like LC support sessions to be held in the evening.

Support Resources: The school is currently investigating tools related to supporting families that do not speak English as a first language in the home. There have been promising AI translation tools that can improve access to these resources for this important subgroup of families.
-Parents advise providing bilingual paraprofessionals to offer more push in services for our English Learners.
-Parents would like MKV resources available and accessible in a central location.
-Parents would like a slower start when first enrolled.
-Parents overwhelming asked for higher quality computers as well as additional tech items such as tablets and improved tech support.

Engagement Programs: The school will be hiring additional classified interventions staff to serve this need.
-Parents expressed that engagement support with attendance is really helpful.

Social Emotional Learning Opportunities: The school will be hiring additional classified interventions staff to serve this need.
-Parents would like more ways to connect with one another.
-Parents overwhelming expressed the importance of including SEL in school programming.

Mental Health Support: The school will be having certificated admin who primarily work with mental health supports to attend professional development that expands their ability to act on these student needs as they are identified. The school will also be bringing in our first school level school psychologist so that we are not having to work with School Psychologist contractors for most students.
-Parents would like in house mental health support, with 64% saying they would utilize mental health supports if more were offered.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student achievement and proficiency across all metrics for all sub-groups of pupils, including unduplicated pupils and those with disabilities.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The school developed this goal to address student needs as indicated within the California School Dashboard. Updated with 2023 data, please note the 2023 dashboard has status only for the CCI indicator. All subgroups not listed have no performance level.

English Language Arts:
All Students Orange
African American Yellow
English Learners Orange
Students with Disabilities Orange
Hispanic Orange
Socioeconomically Disadvantaged Orange
White Green

Math:
All Students Orange
African American Yellow
Students with Disabilities Red
English Learners Red
Hispanic Orange
Socioeconomically Disadvantaged Orange
White Yellow

College/Career:
All Students Low
Hispanic Low
Socioeconomically Disadvantaged Low

English Learner Progress
English Learners Red

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA: Grades 3 - 8 and 11	All Students - Orange - 24.8 points below standard Subgroups: African American - Yellow - 35.1 points below standard English Learners - Orange - 53.3 points below standard Students with Disabilities - Orange - 76.4 points below standard Hispanic - Orange - 32 points below standard Socioeconomically Disadvantaged - Orange - 30 points below standard White - Green - 3.5 points below standard	All Students – Orange – 35.7 points below standard Subgroups: African American – Orange – 41.8 points below standard English Learners – Red – 87.8 points below standard Students with Disabilities – Red – 89.9 points below standard Hispanic – Orange – 43.2 points below standard Socioeconomically Disadvantaged – Orange – 44.4 points below standard White – Orange – 18.0 points below standard	"All Students - Yellow - 24.4 points below standard Subgroups: African American - Orange - 56.3 points below standard English Learners - Yellow - 53.0 points below standard Students with Disabilities - Red - 99.2 points below standard Hispanic - Yellow - 22.1 points below standard Socioeconomically Disadvantaged - Yellow - 36.8 points below standard White - Yellow - 13.5 points below standard"	All Students - 19.4 points below standard Subgroups: African American - 51.3 points below standard English Learners - 48.0 points below standard Students with Disabilities - 94.2 points below standard Hispanic - 17.1 points below standard Socioeconomically Disadvantaged - 31.8 points below standard White - 8.5 points below standard	All Students - +0.4 points (improvement) Subgroups: African American - -21.2 points (decline) English Learners - +0.3 points (improvement) Students with Disabilities - -22.8 points (decline) Hispanic - +9.9 points (improvement) Socioeconomically Disadvantaged - -6.8 points (decline) White - -10.0 points (decline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	CAASPP Math: Grades 3 - 8 and 11	All Students - Orange - 74.6 points below standard Subgroups: African American - Yellow - 90.7 points below standard Students with Disabilities - Red - 139.3 points below standard English Learners - Red - 99.9 points below standard Hispanic - Orange - 80.9 points below standard Socioeconomically Disadvantaged - Orange - 83.1 points below standard White - Yellow - 49.8 points below standard	All Students – Orange – 79.6 points below standard Subgroups: African American – Yellow – 80.5 points below standard Students with Disabilities – Orange 136.3 points below standard English Learners – Red – 108.6 points below standard Hispanic – Orange – 88.1 points below standard Socioeconomically Disadvantaged – Orange – 86.0 points below standard White – Orange – 67.8 points below standard	All Students - Yellow - 55.5 points below standard Subgroups: African American - Orange - 79.5 points below standard Students with Disabilities - Orange - 125.8 points below standard English Learners - Yellow - 54.3 points below standard Hispanic - Yellow - 59.5 points below standard Socioeconomically Disadvantaged - Yellow - 66.7 points below standard White - Green - 22.5 points below standard	All Students - 50.5 points below standard Subgroups: African American - 74.5 points below standard Students with Disabilities - 120.8 points below standard English Learners - 49.3 points below standard Hispanic - 54.5 points below standard Socioeconomically Disadvantaged - 61.7 points below standard White - 17.5 points below standard	All Students - +19.1 points (improvement) Subgroups: African American - +11.2 points (improvement) Students with Disabilities - +13.5 points (improvement) English Learners - +45.6 points (improvement) Hispanic - +21.4 points (improvement) Socioeconomically Disadvantaged - +16.4 points (improvement) White - +27.3 points (improvement)
1.3	California Science Test Met or Exceeded Standard	18.85% Met or Exceeded	21.82% Met or Exceeded	All Students - Green - 54.3 points above standard Subgroups:	All Students - 59.3 points above standard Subgroups:	Year 2 is new Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				African American - Green - 48.1 points above standard Students with Disabilities - Orange - 40.3 points above standard English Learners - Green - 50.4 points above standard Hispanic - Green - 54.9 points above standard Socioeconomically Disadvantaged - Green - 52.4 points above standard White - Yellow - 54.0 points above standard	African American - 53.1 points above standard Students with Disabilities - 45.3 points above standard English Learners - 55.4 points above standard Hispanic - 59.9 points above standard Socioeconomically Disadvantaged - 57.4 points above standard White - 59.0 points above standard	
1.4	College/Career Indicator	All Students - Low - 16.3% Prepared Subgroups: Hispanic - Low - 10.9% prepared Socioeconomically Disadvantaged - Low - 14.1% Prepared	All Students – Yellow – 29.4 % prepared Subgroups: Hispanic – Yellow – 22.0 % prepared Socioeconomically Disadvantaged – Yellow – 28.3 % prepared	"All Students - Red - 15.2% Prepared Subgroups: African American - 28.0% Prepared Hispanic - Orange - 13.8% Prepared Socioeconomically Disadvantaged - Orange - 13.4% Prepared	All Students - 20.2% Prepared Subgroups: African American - 33.0 Prepared Hispanic - 18.8 Prepared Socioeconomically Disadvantaged - 18.4 Prepared	All Students - - 1.1% (decline) Subgroups: African American - No baseline data Hispanic - +2.9% (improvement) Socioeconomically Disadvantaged - - 0.7% (decline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Students with Disabilities - 7.9% Prepared English Learners - 4.5% Prepared White - 12.1% Prepared"	Students with Disabilities - 12.9 Prepared English Learners - 9.5 Prepared White - 17.1 Prepared	Students with Disabilities - No baseline data English Learners - No baseline data White - No baseline data
1.5	CCI Details	Source: Met UC/CSU Requirements and CTE Pathway Completion Report 20.2% - Met UC/CSU Requirements – Number and Percentage of All Students in the Combined Graduation Rate 0% - Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students in the 0% - Met UC/CSU Requirements AND Completed at Least One CTE Pathway – Number and Percentage of All Students in the Combined Graduation Rate	Source: Met UC/CSU Requirements and CTE Pathway Completion Report 21.4% - Met UC/CSU Requirements – Number and Percentage of All Students in the Combined Graduation Rate 2.4% - Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students in the 1.6% - Met UC/CSU Requirements AND Completed at Least One CTE Pathway – Number and Percentage of	12.6% - Met UC/CSU Requirements – 19 of 151 Students in the Combined Graduation Rate 0.7% - Completed at Least One Career Technical Education (CTE) Pathway – 1 of 151 Students 0.0% - Met UC/CSU Requirements AND Completed at Least One CTE Pathway – 0 of 151 Students Source: College/Career Levels and Measures Report & Data - How Students Met Prepared	17.6% - Met UC/CSU Requirements 5.7% - Completed at Least One Career Technical Education Pathway 5.0% - Met UC/CSU Requirements AND Completed at Least One CTE Pathway Graduation Cohort: 151 20.2% Prepared 26.2% Approaching Prepared 68.6% Not Prepared 10.3% Students Earning College Credit	-7.6% - Met UC/CSU Requirements (decline) +0.7% - Completed at Least One Career Technical Education Pathway (improvement) 0.0% - Met UC/CSU Requirements AND Completed at Least One CTE Pathway (no change) Graduation Cohort: +53 (change of +53) -1.1% Prepared (decline) -7.4% Approaching Prepared (decline) +8.5% Not Prepared (improvement)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: College/Career Levels and Measures Report & Data - How Students Met Prepared Graduation Cohort: 98 16.3% Prepared 28.6% Approaching prepared 55.1% Not Prepared 6.3% Students Earning College Credit	All Students in the Combined Graduation Rate Source: College/Career Levels and Measures Report & Data - How Students Met Prepared Graduation Cohort: 119 29.4% Prepared 15.1% Approaching Prepared 55.5% Not Prepared 25.7% Students Earning College Credit	Graduation Cohort: 151 15.2% Prepared 21.2% Approaching Prepared 63.6% Not Prepared 5.3% Students Earning College Credit		-1.0% Students Earning College Credit (decline)
1.6	English Learner Progress and Long Term EL Student Progress	Red - 37.8% making progress Number of EL Students: 82 Long-Term English Learners - No performance Color	English Learners Green - 48.6% making progress Long-Term English Learners - No performance Color Number of Students: 52	English Learners Orange - 42.1% making progress (152 students) Long-Term English Learners Yellow - 47.1% making progress (70 students)	All Students - 47.1 making progress	All Students - +4.3% (improvement)
1.7	EL reclassification rate	EL count on Census Day 2022: 84	2023–2024	2024–2025	Rate of 20.7%	Rate - 1.8% (decline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CALPADS 2.16 Report for 22–23: 14 RFEP Rate: 14/84 = 16.7%	EL count on Census Day 2023: 127 CALPADS 2.16 Report for 23–24: 7 RFEP Rate: 7/127 = 5.5%	EL count on Census Day 2024: 134 CALPADS 2.16 Report for 24–25: 20 RFEP Rate: 20/134 = 14.9%		
1.8	Reading Growth - For students who took both the beginning of year and end of year assessments; The % of students who met one or more years of growth as measured by greater than 35 SGP on the end of year STAR assessment.	Elementary: K-2nd: 65.60% 3rd - 5th: 55.22% Middle School: 50.67% High school: 66.72%	Elementary: K-2nd: 62.87% 3rd - 5th: 52.44% Middle School: 65.06% High School: 67.14%	Elementary: K-2nd: 65% 3rd - 5th: 56% Middle School: 60% High School: 59%	Elementary: K-2nd: 70% 3rd - 5th: 61% Middle School: 65% High School: 64%	Elementary: K-2nd: -0.6% (decline) 3rd - 5th: +0.8% (improvement) Middle School: +9.3% (improvement) High School: -7.7% (decline)
1.9	Math Growth - For students who took both the beginning of year and end of year assessments; The % of students who met one or more years of growth as measured by greater than 35 SGP on the end of year STAR assessment.	Elementary 1st-2nd grade: 62.41% 3rd - 5th grade: 48.34% MS: 49.50% HS: 63.89%	Elementary 1st-2nd grade: 55.94% 3rd - 5th grade:47.19% Middle School: 56.55% High School: 64.01%	Elementary: 1st-2nd grade: 63% 3rd - 5th grade: 41% Middle School: 43% High School: 60%	Elementary: 1st-2nd grade: 68% 3rd - 5th grade: 46% Middle School: 48% High School: 65%	Elementary: 1st-2nd grade: +0.6% (improvement) 3rd - 5th grade: -7.3% (decline) Middle School: -6.5% (decline) High School: -3.9% (decline)

Goal Analysis [2025-26]

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

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

In Year 2 (2024-25), iQ Academy California - Los Angeles continued to scale Goal 1 actions amid significant enrollment growth, with peak enrollment reaching approximately 2,370 students by spring 2025. A key operational shift in 24-25 was a proactive hiring strategy that allowed the school to begin the year slightly overstaffed on the general education side, reducing in-year hiring churn and enabling greater fidelity in professional development and instructional delivery.

Action 1.1 (Staff Professional Development): The school delivered two full-day virtual PD sessions in August 2024, attended by all GE, ELD, SPED teachers, and administration. Content was organized by grade band -- elementary focused on curriculum mapping and SBAC data analysis; middle school reviewed STAR and CAASPP data and established mission statements aligned to school goals; high school formalized the PLC process and set data-driven SMART goals. Cross-department sessions addressed ELD standards integration (data collection, goal setting, monitoring) and SPED alignment (IEP building, accommodations, scaffolding using essential/focus standards). The school also adopted Engageli as its new collaborative live instructional platform, replacing Newrow, with dedicated training for MS/HS staff. In March 2025, all-staff PD covered State Dashboard results and 25-26 planning, Least Restrictive Environment for SPED, and department-level PD led by directors. MS/HS staff participated in sessions on GE role in IEPs, differentiation in the virtual setting, and engagement strategies. Elementary staff conducted SBAC data dives by claim proficiency level, writing claims analysis, and vertical alignment activities.

Action 1.2 (Universal Assessment): STAR assessment participation continued at 92-95%. The school continued refining its wrap-around testing process for late-start students, administered by paraprofessionals rather than classroom teachers, designed to ensure new enrollees are assessed without disrupting the normative instructional day. The dyslexia screener mandate was implemented and is in effect for the 24-25 and 25-26 school years.

Action 1.3 (EL Support): A central theme of 24-25 PD was deepening integration between departments serving specific subgroups -- ELD and SPED -- and general education teams. PD sessions explicitly addressed how ELD and SPED staff can align their instructional maps to GE curriculum, use shared data for goal-setting, and coordinate scaffolding and supports. The ELD department added an additional FTE and reorganized into specialized grade bands to provide more targeted instruction, a structural shift that created short-term disruption but is expected to yield improvements as roles formalize.

Action 1.4 (College and Career): CCI declined from Yellow (29.4%) to Red (15.2%), driven primarily by approximately 20 late-cohort, extremely credit-deficient seniors who enrolled too late to remediate through the school credit recovery ecosystem. The CTE and dual enrollment programs (including Panther Path 2 College with Norco and new Irvine Valley College pathways) continued to operate but could not offset the impact of this cohort on the aggregate indicator. The school is working with legal counsel to develop an alternative graduation pathway for 25-26 that aligns with the state minimum of 130 credits.

Action 1.5 (Academic Intervention): iQBoost maintained its prior-year intervention model but refined its caseload assignments to improve teacher-iQBoost professional liaison frequency. This optimization strengthened the integration between classroom teachers and intervention specialists, ensuring more regular communication about student progress.

Action 1.6 (Instructional Intervention): This action was implemented consistent with the prior year, continuing the school objective of lowering classroom ratios to provide more effective academic and engagement interventions at the teacher level.

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

Material difference primarily attributed to Goal 1, Action 5. School was unable to hire and fill budgeted Student Support Specialist and Bilingual Student Support Specialist positions. As a result, it will carry forward and will utilize unspent funds in 2026-27 to provide additional programs and services that focus on core services for high needs students.

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

Action 1.1 - Staff Professional Development: Staff feedback on PD effectiveness remains consistent with prior years. IQ built on the needs identified in 23-24 by ensuring 24-25 PD focused on deepening the integration between special education and ELD departments with general education through curriculum mapping and priority standards selection. As the school continues to see increases in overall enrollment and in the proportion of students in specialized programs, building better cross-department integration remains an enduring need. IQ believes this action continues to be effective.

24-25 PD Feedback Ratings:
August PD: "Value of PD to your practice" -- 4.06/5 average
March PD: "Value of PD to your practice" -- 4.12/5 average

Action 1.2 - Universal Assessment: Regular assessment using STAR 360 remains a core component of the school standards-aligned instruction. All teachers work with curriculum specialists to analyze STAR 360 data and align asynchronous curriculum and instruction to identified priority standards. Effectiveness is measured through internal alignment audits and coaching observations. In 24-25, Math/ELA alignment checks averaged 96-100% school-wide across all four quarters, with elementary improving from 93.75% in Q1 to consistent compliance by Q3. Coaching observations showed a school-wide TSA rate of 75-76%, with SEL observation compliance at 90% for MS/HS and 94% for elementary. Teachers who do not meet expectations are provided additional training through the IQ Academy teacher trainer or curriculum specialist team. IQ believes this action is effective.

24-25 Math/ELA Alignment Checks (school average): Q1: 100% | Q2: 97% | Q3: 99% | Q4: 96%

Action 1.3 - EL Support: The ELD department expanded by one FTE and reorganized into specialized grade bands to deliver more targeted instruction. While this restructuring created short-term disruption to program continuity, the ELPI indicator (Metric 1.6 Year 2 Outcome) declined modestly, which the school attributes to the organizational transition. Reclassification rates remained stable (Metric 1.7 Year 2 Outcome). STAR Reading growth for EL students was 49.3% in 24-25 compared to 60.4% in 23-24, reflecting the same transitional pressures, while STAR Early Literacy growth for EL students improved to 63.0%. The school is implementing Summit K12 as a front-end ELD curriculum for 25-26 and expects outcomes to improve as the departmental specialization matures.

Overall IQ believes this action remains partially-effective given the structural investments being made and the fact that fact that EL students saw improvements in their distance from standard assessments on the ELA state indicator, indicating that our EL population is still a high need area for the school, but those investments are paying off in the core ELA subject area which is evidence continued progress for those EL students IQ academy serves:

Year 1 Outcomes in ELA Indicator: English Learners – Red – 87.8 points below standard
Year 2 Outcomes in ELA indicator: English Learners - Yellow - 53.0 points below standard (improvement of 34.8 points)

Action 1.4 - College and Career: The CCI indicator (Metric 1.4 Year 2 Outcome) and A-G completion rate (Metric 1.5 Year 2 Outcome) both declined, driven primarily by a cohort of extremely credit-deficient late-enrolling seniors who could not remediate within the school year despite the school credit recovery ecosystem. The CTE pathways and dual enrollment partnerships continued to operate, but these programs serve students who have sufficient time to complete pathway requirements. The school is developing an alternative graduation pathway for 25-26 aligned to state minimum requirements. IQ does not view this as an intractable problem but rather a consequence of the school open enrollment model that requires a structural response. This action remains partially effective, since the declines were concentrated in this specific enrollment cohort of seniors. The school will continue to explore alternative pathways beyond pathway completion to serve these students ability to meet the CCI eligibility criteria.

Action 1.5 - Academic Intervention: The DFS paradox observed in Year 1 -- where proficiency increased year-over-year but DFS declined due to the compositional effect of a large influx of students scoring far below grade level -- resolved in 24-25. Both the ELA indicator (Metric 1.1 Year 2 Outcome) and Math indicator (Metric 1.2 Year 2 Outcome) showed dramatic improvement, attributable to the proactive hiring strategy that improved instructional fidelity and reduced in-year staffing churn. iQBoost maintained its intervention model with refined caseload assignments that improved teacher-specialist liaison frequency. iQBoost students continued to outperform comparable below-basic peers not served by the program.

24-25 iQBoost STAR Growth (% met one year growth):
Reading: Boost Students 54.5% vs 48.5% for below-basic students not in Boost
Math: Boost Students 47.4% vs 42.4% for below-basic students not in Boost
Reading Remediation: 38% graduated out of intervention; 96% showed growth on ESGI benchmark

Tested Out of Reading Intervention:
EL Students: 13% (consistent with 23-24)
Economically Disadvantaged: 7% as of Q3

Action 1.6 - Instructional Intervention (Improved): Lower caseloads were seen in isolated cases but this action did not result in aggregated lower caseloads as designed due to massive increases in enrollment in the 24-25 school year. While the school attempted to make progress in this action by hiring additional teachers, in year hiring ended up getting normative or high caseloads due to sustained enrollment interest from the community. Teachers continue to inform instruction through growth and proficiency meetings with curriculum specialists and PLC meetings with peers. While these these structures remain partially-effective for reviewing assessment data, identifying priority standards,

planning instructional interventions, and comparing outcomes across grade bands. The rating must remain as partially effective due to the year's enrollment profile complicating implementation across the school.

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

Metric: 1.3 - Updated baseline to Year 2 outcome (DFS format) because the state changed the underlying measurement from percentage met/exceeded to distance from standard. The Year 2 outcome now serves as the new baseline reference for future progress tracking.

Metric 1.6 - Added Long Term EL students top all years for reference, the school will begin to report out on this so we can establish a baseline from indicator data, prior years the schools long term EL population had no performance color due to the size of the population.

Metric: 1.7 - RFEP (Reclassification) data was updated with a school side measurement that lists our EL count as of census day against CALPADS numbers to demonstrate the rate effective that year. RFEP rates were corrected using this methodology for baseline years and year 1.

Action 1.4 - The metrics to monitor effectiveness were aligned to the CCI details from the CA Dashboard, which resulted in some slight format changes to the monitoring metrics structure.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Staff Professional Development	Professional development (PD) at IQ Academy is focused on providing staff at all levels of the school time for analysis of data, planning for instruction/curriculum alignment, development/revision of processes, time to collaborate and determine the basis for student outcomes, dyslexia screening and reading Intervention related PD, and exposure to new skills, tools, and practices. State indicators and IQ Academy's placement within those indicators, for the students it serves, remains the core motivation behind planned professional development for all staff at the school.	$116,398.00	Yes
1.2	Universal Assessment	Universal screeners are used to generate local student data that enables the school to conduct in-year progress monitoring toward state academic	$21,167.00	Yes

Action #	Title	Description	Total Funds	Contributing
		indicators. Assessment based progress monitoring is used as a tool by administrators and teachers to align the schools staff and academic program to better address needs identified state academic indicators.		
1.3	EL Support	The school implements a research-based English Language Development (ELD) program aligned to the California ELD Standards and integrated with grade-level content standards. All English Learners (ELs) are assessed annually using the Summative ELPAC and monitored throughout the year using common formative assessments developed collaboratively by ELD Specialists and general education teachers. ELPAC data is used to generate individualized language proficiency goals and to create a Personalized Learning Plan (PLP) for each student. The PLP is delivered through Summit K12 Connect to Literacy, our supplemental platform, which provides differentiated, standards-aligned instruction in listening, speaking, reading, and writing. Students receive designated ELD live instruction using our ELD curriculum, Launch to Literacy and Link to Literacy and engage in targeted supplemental practice through Summit K12 Connect to Literacy based on identified domain needs. Newcomer students participate in Summit K12 Connect to Literacy Newcomer Ramp, a structured, accelerated pathway for students new to English. ELD Specialists provide live instruction and monitor student progress within the platform to ensure fidelity of implementation and growth toward English proficiency. All newcomer English Learners also receive structured English support weekly from a bilingual engagement coach. The ELD program includes targeted supports for long-term English learners (LTELs) and students at risk of becoming LTELs, with an emphasis on academic vocabulary development and advanced literacy skills. Instruction is scaffolded to ensure access to rigorous academic content. Reclassified Fluent English Proficient (RFEP) students are monitored twice annually for four years to ensure continued academic success. Students not meeting grade-level expectations receive targeted intervention.	$746,302.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Family engagement includes quarterly English Learner Advisory Committee (ELAC) meetings and live Spanish interpretation during IEP, 504, and non-compliance meetings. Professional development for ELD and general education staff is informed by EL achievement data and educational partner input.		
1.4	College and Career	The College and Career program at IQLA is committed to providing students with comprehensive preparation for their future endeavors, encompassing workforce entry, military service, or higher education pursuits. Our program and goal are directly aligned with the College Career Indicator (CCI). With the introduction of CTE 2 years ago and PantherPath2College (PP2C) Dual enrollment program last year we are now offering students diverse pathways to reach the state level of prepared when they graduate high school. These options include A-G courses, Career Technical Education (CTE), Dual Enrollment programs, and early graduation. The PantherPath2College initiative facilitates dual enrollment opportunities, supported by staff assistance in application and course selection. This holistic approach aims to empower students for success in their chosen paths beyond high school. Through dedicated counseling support, we ensure personalized guidance for career needs. IQLA counseling staff focuses on data-driven approaches and the ASCA national model to enhance student success. With the implementation of comprehensive tracking of the College Career Indicator (CCI) criteria across student graduating cohorts, we are now equipped to accurately predict and demonstrate growth aligned with state standards within the next two years. This data-driven approach enables us to assess our progress and make informed decisions to ensure that our College and Career program effectively meets the needs of our students and prepares them for post-secondary success. Through ongoing analysis and strategic adjustments, we are committed to advancing our program and achieving even greater alignment with state expectations, ultimately enhancing outcomes for all students. LREBG Action: As part of our CTE program expansion and maintenance the school has utilized LREBG to purchase Certiport which it uses to provide students	$568,277.00	Yes

Action #	Title	Description	Total Funds	Contributing
		access to necessary resources related to college and career exploration and job preparation. Empirical evidence cited in California's 2023 CTE State Plan shows that CTE pathways paired with industry credentials raise high-school graduation and post-school earnings. https://www.cde.ca.gov/ci/ct/gi/documents/adoptedcacteplan2023.pdf. The school will utilize the CCI indicator to monitor progress for students and applicable subgroups. LREBG Funds used: $ 4,150		
1.5	Academic Intervention	IQ Academy provides a variety of programs that are meant to provide academic support to students. These programs utilize intervention tools/programs/software/etc to provide additional academic interventions based on results from diagnostic and regular progress monitoring based assessments. This includes: * IQ Boost provides engagement, tutoring, and 1 on 1 support for students, identified by diagnostic/progress monitoring assessments to provided additional academic interventions. *IQ certificated staff provides targeted, standards-based instructional sessions to students who need additional support and remediation in grade level standards. * Specific support is targeted to RFEP and EL students who have shown a need in Language Arts or Math. Reclassified fluent English proficient (RFEP) students are monitored twice a year for an additional four years after reclassification to ensure academic success. RFEP monitored students who are found to not meet the academic criteria necessary to perform at a level equal to their grade level peers, academic intervention is provided in a form of small group instruction focusing on essential skills. LREBG Action: IQ Academy maintains paraprofessionals that are meant to target specific student needs in identified subpopulations. The school also uses LREBG funds to purchase supplemental curriculum meant to provide paraprofessionals and teachers with additional methods of intervention to serve student needs. California's Policy Analysis for California Education	$2,061,549.00	Yes

Action #	Title	Description	Total Funds	Contributing
		brief on the state's multi-tiered support system (https://files.eric.ed.gov/fulltext/ED605086.pdf) recommends adding paraprofessional instructional aides for Tier 2 intervention and the California Department of Education's own guidance (https://www.cde.ca.gov/ci/cr/ri/) likewise positions paraprofessionals as essential for supplemental instruction and progress monitoring California Department of Education. The school will utilize the Math and ELA academic indicators to monitor progress for students and applicable subgroups. LREBG Funds used: $ 187,641		
1.6	Instructional Intervention (Improved)	All teachers participate in twice monthly data meetings and PLC groups that focus on academic progress and its related metrics for students they supervise. These meetings are meant to share/compare data and allow time for educators to discuss their targeted, high-impact commitments aimed at helping students achieve their academic objectives Educators evaluate student assessment data to identify the specific learning targets within the standards where the student demonstrates a lack of proficiency. Priority standards and learning objectives, once identified are focused on for the applicable instructional cycle, where those focused standards are used by both teachers and other support staff when supporting identified students.		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create a safe and positive learning environment that fosters student attendance, retention, and graduation as well as parent participation. Engagement	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The school developed this goal to address student needs as indicated within the California School Dashboard.

Chronic Absenteeism:
All Students Red
African American Red
English Learners Orange
Hispanic Red
Socioeconomically Disadvantaged Red
Students with Disabilities Red
White Red
Asian Orange

Graduation Rate:
All Students Green
Hispanic Green
Socioeconomically Disadvantaged Yellow

Suspension Rate:
All Students Blue

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rates	93.20% (P2 Attendance Measurement for 22-23)	96.12% (P2 Attendance Measurement for 23-24)	95.25% (SY24-25 Annual) By Subgroup: African American - 94.24% Hispanic - 95.38% White - 95.47% Asian - 96.05% Filipino - 98.39% Socioeconomically Disadvantaged - 94.98%	96.25% (SY25-26 Target) By Subgroup: African American - 95.24% Hispanic - 96.38% White - 96.47% Asian - 97.05% Filipino - 99.39% Socioeconomically Disadvantaged - 95.98%	All Students - +2.05% (improvement)
2.2	(Dashboard) Chronic Absenteeism K-8	All Students - Red - 18.3% Subgroups: African American - Red - 20.2% English Learners - Orange -15.6% Hispanic - Red - 19.6% Socioeconomically Disadvantaged - Red - 20% Students with Disabilities - Red - 22% White - Red - 15.2% Asian - Orange - 12.8%	All Students – Yellow – 12.2 % Subgroups: African American – Yellow – 14.5 % English Learners – Green – 9.8 % Hispanic – Yellow – 13.1 % Socioeconomically Disadvantaged – Yellow – 13.6 % Students with Disabilities – Yellow – 14.6 % White – Green – 5.6 % Asian - No Performance Color	All Students - Orange - 12.9% Subgroups: African American - Orange - 15.8% English Learners - Yellow - 9.7% Students with Disabilities - Orange - 15.8% Hispanic - Yellow - 12.2% Socioeconomically Disadvantaged - Orange - 14.2% White - Red - 13.5% Homeless - Yellow - 13.5%	All Students - 11.9% Subgroups: African American - 14.8% English Learners - 8.7% Students with Disabilities - 14.8% Hispanic - 11.2% Socioeconomically Disadvantaged - 13.2% White - 12.5% Homeless - 12.5%	All Students - -5.4% (12.9% Y2 vs 18.3% Baseline) Subgroups: African American - -4.4% (15.8% Y2 vs 20.2% Baseline) English Learners - -5.9% (9.7% Y2 vs 15.6% Baseline) Students with Disabilities - -6.2% (15.8% Y2 vs 22% Baseline) Hispanic - -7.4% (12.2% Y2 vs 19.6% Baseline) Socioeconomically Disadvantaged - -5.8% (14.2% Y2 vs 20% Baseline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			New Subgroup: Homeless – Orange – 23.3 %			White - -1.7% (13.5% Y2 vs 15.2% Baseline) Homeless - New subgroup (no baseline data)
2.3	Chronic Absenteeism All Students	22-23 All Students: 24.9% Subgroups: English Learners 23.9% Foster Youth 38.9% Homeless Youth 34.8% Students With Disabilities 26.3% Socioeconomically Disadvantaged 26.6% African American 25.3% American Indian or Alaska Native 18.5% Asian 21.6% Filipino 23.3% Hispanic or Latino 25.2% Pacific Islander * White 25.1% Two or More Races 23.8%	23-24 All Students - 16.1% Subgroups: English Learners 16.6% Foster Youth * Homeless Youth 22.7% Students With Disabilities 18.9% Socioeconomically Disadvantaged 17.3% African American 16.3% American Indian or Alaska Native 15.0% Asian 11.1% Filipino 7.1% Hispanic or Latino 16.9% Pacific Islander * White 13.7% Two or More Races 14.8%	24-25 All Students: 14.8% By Subgroup: Socioeconomically Disadvantaged - 15.9% Students with Disabilities - 19.1% English Learners - 11.5% Homeless - 17.3% Foster Youth - 14.3% By Race/Ethnicity: African American - 18.2% Hispanic - 14.0% White - 15.2% Asian - 10.5% Two or More Races - 10.1%	All Students: 13.8% By Subgroup: Socioeconomically Disadvantaged - 14.9% Students with Disabilities - 18.1% English Learners - 10.5% Homeless - 16.3% Foster Youth - 13.3% By Race/Ethnicity: African American - 17.2% Hispanic - 13.0% White - 14.2% Asian - 9.5% Two or More Races - 9.1%	All Students - 10.1% (14.8% Y2 vs 24.9% Baseline) By Subgroup: Socioeconomically Disadvantaged - -10.7% (15.9% Y2 vs 26.6% Baseline) Students with Disabilities - -7.2% (19.1% Y2 vs 26.3% Baseline) English Learners - -12.4% (11.5% Y2 vs 23.9% Baseline) Homeless - -17.5% (17.3% Y2 vs 34.8% Baseline) Foster Youth - -24.6% (14.3% Y2 vs 38.9% Baseline) By Race/Ethnicity: African American - -7.1% (18.2% Y2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						vs 25.3% Baseline) Hispanic - -11.2% (14.0% Y2 vs 25.2% Baseline) White - -9.9% (15.2% Y2 vs 25.1% Baseline) Asian - -11.1% (10.5% Y2 vs 21.6% Baseline) Two or More Races - -13.7% (10.1% Y2 vs 23.8% Baseline)
2.4	(Dashboard) HS Graduation Rate	All Students - Green - 82.7% Subgroups: Hispanic - Green - 85% Socioeconomically Disadvantaged - Yellow - 79.8%	All Students – Green – 89.7% Subgroups: Hispanic – Yellow – 85.2% Socioeconomically Disadvantaged – Green – 88.4%	All Students - Orange - 80.6% Subgroups: African American - 84.0% Hispanic - Orange - 82.9% Socioeconomically Disadvantaged - Orange - 77.9% Students with Disabilities - 80.0% English Learners - 75.0% White - 78.8% Homeless - 64.3%	All Students - 85.6% Subgroups: African American - 89.0% Hispanic - 87.9% Socioeconomically Disadvantaged - 82.9% Students with Disabilities - 85.0% English Learners - 80.0% White - 83.8% Homeless - 69.3%	All Students - -2.1% (80.6% Y2 vs 82.7% Baseline) Hispanic - -2.1% (82.9% Y2 vs 85% Baseline) Socioeconomically Disadvantaged - -1.9% (77.9% Y2 vs 79.8% Baseline)
2.5	IQLA Healthy Kids Survey (This is an internal survey that asks questions related to; access to instructional	23-24 39% Participation (IQLA Health Kids Survey) With the revisions made to the survey in August of	23-24 39% Participation (IQLA Health Kids Survey)	24-25: 52% Participation	57% Participation	+13% (52% Y2 vs 39% Baseline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	materials, access to a broad course of study, and School Climate, and parent and family engagement related questions).	2023, the 23-24 rating should be the baseline.				
2.6	Participation in State Testing	97% ELA 97% Math 96% Science 93.8% ELPAC	96% ELA 96% Math 94% Science 95.3% ELPAC	94.67% ELA (1,207/1,275 tested) 94.43% Math (1,204/1,275 tested) 94.61% Science (685/724 tested) By Student Group (ELA): Female - 95.97% Male - 93.10% Hispanic - 95.39% African American - 94.01% White - 93.83% English Learners - 98.26% Socioeconomically Disadvantaged - 94.79% Students with Disabilities - 88.79% Homeless - 94.19%	Maintain 95% Participation or Greater	ELA: -2.33% (94.67% Y2 vs 97% Baseline) Math: -2.57% (94.43% Y2 vs 97% Baseline) Science: -1.39% (94.61% Y2 vs 96% Baseline)
2.7	Suspension Rate	0% suspended at least one day	0% suspended at least one day	0% suspended at least one day	Maintain	No Change.
2.8	Expulsion Rate	0%	0%	0%	Maintain	No Change.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Parent Participation in Special Programs: Set baseline for parent participation in special programs as measured by SEIS and Marvin databases	95%	97.9%	100%	100%	+5% (100% Year 2 vs 95% Baseline)

Goal Analysis [2025-26]

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

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

In Year 2 (2024-25), iQ Academy California - Los Angeles continued to scale Goal 2 actions amid significant enrollment growth, with peak enrollment exceeding 2,300 students and year-over-year growth of approximately 20% as reported in the SARC.

Action 2.1 (EL Family Services): Implementation was consistent with prior years. The school received guidance that AI translation tools could not be used to supplement CLI translation services but continues to investigate as the technology matures and hopes for updated guidance in the future.

Action 2.2 (Engagement): The school expanded club offerings to 27 (up from 20 in 23-24) and maintained club participation at approximately 20% of the student body. Back-to-school packet participation continued to decrease year-over-year and will be an area of focus for 25-26. The Palisades fire in January and a major rainstorm in March disrupted in-person outing scheduling during those months. Additional detail on stakeholder engagement activities and participation is provided in the Engaging Educational Partners section of this LCAP. This action works in coordination with Goal 4 Action 4.1 as part of the school's holistic student engagement strategy.

Action 2.3 (Social Emotional Learning, Prevention, and Intervention): This action was implemented consistently with prior years. The school will begin looking at additional support offerings for families, as a large portion of the student body is socioeconomically disadvantaged. Over the next two years, the school plans to identify state and private programs that families are eligible for and notify them of eligibility. The school will also be conducting PRISM training in 25-26.

Action 2.4 (Credit Recovery): This action was implemented consistently with the prior year. The school expanded credit recovery offerings by adding fully asynchronous evening courses that ran throughout the year, giving credit-deficient students an additional method of accelerating credit acquisition. The school received approximately 20 late-enrolling seniors who were extremely credit-deficient and could not remediate within the school year despite these expanded offerings. The school began developing an alternative graduation pathway for 25-26 aligned to state minimum graduation requirements to address this challenge.

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

Material difference primarily attributed to Goal 2, Action 4. School was unable to hire and fill one budgeted position, and was unable to hire and fill another certificated position until mid-year. As a result, it will carry forward and will utilize unspent funds in 2026-27 to provide additional programs and services that focus on core services for high needs students.

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

Action 2.1 - EL Services: IQ believes this action was effective. CLI translation services enabled non-English-speaking families to engage in their child's education, supporting the school's goal of equitable access to information and resources. Attendance rates for English Learners remained strong (Metric 2.1 Year 2 Outcome).

Action 2.2 - Engagement: IQ believes this action was effective. Despite approximately 20% year-over-year enrollment growth, the school's engagement ecosystem maintained its capacity to keep students connected to the virtual school community. This is evidenced by sustained attendance rates across all subgroups (Metric 2.1 Year 2 Outcome) and chronic absenteeism rates (Metric 2.2 Year 2 Outcome, Metric 2.3 Year 2 Outcome) that demonstrate the school's ability to manage absenteeism at scale. Club participation held steady at approximately 20% of the student body with offerings expanding to 27 clubs. Outing attendance averaged 3% in-person and 10% virtual monthly. Ed Partner Feedback participation averaged 1% (32 parents) attending sessions with an 11% survey response rate; these engagement metrics remain an area of need for the school. Back-to-school packet participation continued to decrease year-over-year and will be an area of focus for 25-26. This action works in coordination with Goal 4 Action 4.1 as part of the school's holistic student engagement strategy.

Action 2.3 - Social Emotional Learning, Prevention, and Intervention: IQ believes this action was partially-effective. While this action does not have specific standalone KPIs, attendance (Metric 2.1 Year 2 Outcome) and chronic absenteeism (Metric 2.2 Year 2 Outcome, Metric 2.3 Year 2 Outcome) serve as indicators of the school's overall learning environment and student wellbeing. The school maintained a dedicated Social Culture and Climate Coordinator who provided SEL supports for students, teachers, and at the programmatic level, contributing to an engaging and safe school culture. While the school believes that indicators related to successful implementation of SEL practices result in better engagement for students, the rating of partially effective has been made after the school went through charter renewal this year and received good feedback from our district partners on the lack of actionable non-academic outcome metric tracking that goes beyond just monitoring for participation. We believe that tracking this data is necessary for the scoring of this action to be effective and has created goal 5 as a result of this to focus on collecting these non-academic outcome data points. Currently Goal 5 is meant to reflect a baseline year in 26-27, the school plans to formalize this metric tracking into goal 5 or goal 2 respectively depending on the outcome of that data collecting in the coming school year.

Action 2.4 - Credit Recovery: IQ believes this action was effective. The credit recovery ecosystem continued to provide students with multiple pathways for accelerating credit acquisition, including summer school, in-year credit recovery, and fully asynchronous evening courses added in 24-25. The graduation rate indicator (Metric 2.4 Year 2 Outcome) declined; however, this was driven by a cohort of approximately 20 extremely credit-deficient late-enrolling seniors whose deficits could not be remediated within the school year through the existing recovery infrastructure. The school is developing an alternative graduation pathway for 25-26 aligned to state minimum graduation requirements to provide a structural solution for this population.

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

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	EL Services	Provide interpreter and translation services so families who speak a language other than English will be engaged in school.	$27,288.00	Yes
2.2	Engagement	IQ Academy provides information, resources, and support to students and families who are new to our schools, who are struggling to meet enrollment requirements due to lack of engagement with school, or who are in a crisis situation due to lack of resources or social-emotional issues. The goal is to identify the root issue that is prohibiting the student from being successful in school, provide targeted support to build relationships, and bring about success and engagement. Culturally Responsive Outreach and Communication: Develop culturally sensitive and linguistically appropriate communication materials to engage families and students from diverse backgrounds. Conduct outreach efforts to build trust and rapport with communities, addressing cultural barriers to attendance and participation. IQLA seeks to provide staff who are able to improve engagement for non-English speaking families, this includes but is not limited tool; addressing the home language need of our significant population of Spanish speaking families with staff who are bilingual. School Outing Days We will provide outings throughout our serviced area to allow the opportunity for students to engage with one another and be part of a school community. Outing days are once a month and include in person and virtual opportunities. They are run and attended by teachers as well as families.	$518,405.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Educational Partner Engagement Administrators host online parent, student, and staff feedback sessions throughout the year. Surveys are incorporated as an opportunity to collect feedback from families and staff to identify students who need additional support. IQLA has utilized a team of support staff to ensure the engagement of underrepresented families through the various school programs. IQLA has added bilingual engagement support for Spanish speaking families during the onboarding process to provide additional support throughout the calendar year. Schoolwide forms and documents have been translated into Spanish. Document translation and interpreting services are available, on demand. The school involves parents, students, and staff in the planning process through regular surveys, focus groups, and planning meetings. The school community evaluates data through various accountabilities, including Title I meetings, Partner Engagement Meetings, English Learner Advisory Committee (ELAC), Local Control Accountability Plan (LCAP) feedback and planning, and WASC (Accrediting Commission for Western Association of Schools and Colleges). These provide feedback to the leadership team on programs and resources, and adjustments are made to schoolwide and department action plans and family engagement offerings. School Clubs We will continue to diversity the number and types of clubs we offer to our students to meet the needs of all groups. Clubs are student initiated and sponsored by a teacher advisor. They are held virtually and allow students to hold roles of leadership and become community organizers as well as to explore their passions and establish their niche in society. Mental Health Our school prioritizes the mental well-being of our students through dedicated efforts to support their emotional and psychological health. By fostering a nurturing environment, we aim to help students achieve their fullest potential both academically and personally.		

Action #	Title	Description	Total Funds	Contributing
2.3	Social Emotional Learning, Prevention, and Intervention	IQLA is dedicated to building and fostering supportive relationships within our school community - with staff, families and students. Strong relationships with teachers and school staff can dramatically enhance students level of motivation and therefore promote learning. According to Harvard Center on the Developing Child, individuals who demonstrate resilience in response to one form of adversity may not necessarily do so in response to another. When schools, communities and families strengthen these factors, they optimize resilience across multiple contexts. The School will support student resilience by: * fostering supportive adult-child relationships * scaffolding learning so students builds a sense of self-efficacy and control * strengthening adaptive skills and self-regulatory capacities through explicit SEL instruction"" Students have access to coaches and workshops that support social, emotional competencies. Teachers receive professional development and instructional coaching in social emotional learning and trauma informed practices. The school will utilize restorative justice practices when supporting families with meeting enrollment requirements and supporting students with positive classroom behavior.	$24,200.00	No
2.4	Credit Recovery	The Credit Recovery program at IQ Academy provides both summer and in-year opportunities for students experiencing credit deficiencies. By meticulously assessing student progress, identifying credit deficiencies, and determining course needs, we tailor targeted offerings each term to ensure every student can recover the necessary credits for timely graduation. Additionally, our program is attuned to specific student subgroups demonstrating need according to state indicators, ensuring equitable access to support and resources.	$324,524.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide all pupils access to standards-aligned courses in well-rounded curriculum taught by appropriately assigned and credentialed teachers, by utilizing 21st Century technology and targeted programs and services.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

With the needs of students and families consistently changing, IQLA needs to continue to focus on conditions of learning. The school needs to continue to ensure all students have equitable access to appropriately assigned, experienced, and effective teachers. The school must also have staff and appropriate resources in place to ensure programs, services, and resources enable all students to access the state academic content standards and be enrolled in a broad course of study.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Credentials and Assignment: All teachers will continue to be 100% fully credentialed and assigned the appropriate academic courses	96.3% (Dataquest 2021-2022 data)	95% (Dataquest 2022-2023)	95.9% Clear 3.1% Out-of-Field 0.0% Intern 1.0% Ineffective (DataQuest 2023-24 (24-25 not available), 68.0 Total FTE)	100%	-0.4% Decline (95.9% Y2 vs 96.3% Baseline)
3.2	Dashboard Indicator: Basics: Teachers, Instructional Materials, Facilities	Met	Met	Met	Met	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Student Support Programs: Ensure 100% of ELL students will be correctly classified and have access to appropriate ELD support	Met	Met	Met	Met	Maintained
3.4	Dashboard Indicator: Access to a Broad Course of Study	Met	Met	Met	Met	Maintained
3.5	Access to Instructional Materials: All students will receive access to all K12 materials and courses (Online/Offline), which align with CCSS	Met	Met	Met	Met	Maintained

Goal Analysis [2025-26]

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

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

In Year 2 (2024-25), iQ Academy California - Los Angeles continued to implement Goal 3 actions focused on ensuring all students have access to standards-aligned courses, credentialed teachers, and the technology necessary to participate in the virtual school setting.

Action 3.1 (Student ISP): The school continued to provide internet subsidies for students who qualify for free and reduced lunch. Back-to-school packet completion, which is the mechanism through which families are identified for the subsidy, declined from 46% in 24-25 to 31% in 25-26. The school identified this decline as an area requiring intervention and plans to strengthen follow-up during onboarding in fall and spring.

Action 3.2 (Teachers): The school's proactive hiring strategy, which allowed it to begin the year slightly overstaffed on the general education side, reduced in-year hiring churn and supported greater instructional fidelity. Teacher credential rates remained strong with 95.9% of staff holding clear credentials. The school is currently facing a shortage of special education teachers and is relying on contractors to fill these positions. At the start of 25-26, the school has six open SPED positions that will rely on contractors. The school is planning on hiring a new hiring coordinator whose main focus is staffing and staff sourcing operationally the school sees this as the mechanism to continue to deal with large enrollment interest and specific staffing shortages.

Action 3.3 (Administration and Accountability): Administrative staff continued regular audits and monitoring of leading and lagging local data related to annual measurable outcomes across all goals. A significant operational undertaking for the 25-26 school year was the transition to PowerSchool SIS and Canvas LMS. In the spring of 24-25, both professional development time and training time were dedicated to preparing staff for this transition and ensuring they had exposure to the new platforms before training officially began in August 25-26.

Action 3.4 (Staff Training): Staff training continued through 1:1, small group, and asynchronous formats. Training completion audits showed 50% of first-year staff mastered 80% or more of regularly occurring audit items by end of year. [NOTE: Updated training completion data needed from Joe.] Instructional coaching used research-based methods and student-based data to help teachers identify areas of focus and implement engagement strategies. Curriculum alignment checks averaged 96-100% across all grade bands throughout the year.

Action 3.5 (MKV/FY): The school continued to provide support services for McKinney-Vento and Foster Youth students, serving 199 students in 24-25.

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

Material difference primarily attributed to Goal 3, Action 3 and Goal 3, Action 4. School was unable to hire and fill two key certificated support positions. As a result, it will carry forward and will utilize unspent funds in 2026-27 to provide additional programs and services that focus on core services for high needs students.

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

Action 3.1 - Student ISP: IQ believes this action was effective in providing internet access to qualifying families. Access to instructional materials (Metric 3.5 Year 2 Outcome) and access to a broad course of study (Metric 3.4 Year 2 Outcome) were both Met. However, the declining BTSP completion rate (46% in 24-25, 31% in 25-26) indicates the school needs to improve its identification and outreach process to ensure all eligible families are accessing this resource.

Action 3.2 - Teachers: IQ believes this action was effective. Teacher credential rates remained strong (Metric 3.1 Year 2 Outcome) and the Basics local indicator (Metric 3.2 Year 2 Outcome) was Met. The proactive hiring strategy reduced in-year staffing churn, which contributed to the improvements in academic indicators observed in Goal 1 for unduplicated student populations. However, the school's shortage of special education teachers -- with six open SPED positions at the start of 25-26 relying on contractors -- is a contributing factor to the SWD subgroup not tracking to the same ELA and Math gains seen across other subgroups in 24-25.

Action 3.3 - Administration and Accountability: IQ believes this action was effective. All local indicators (Metrics 3.2-3.5 Year 2 Outcomes) were Met. Administrative oversight supported the monitoring of annual measurable outcomes across all goals, and significant operational capacity was dedicated in spring 24-25 to preparing for the PowerSchool SIS and Canvas LMS transition.

Action 3.4 - Staff Training: IQ believes this action was effective. Informal observations showed that 88% of observed teachers met school-wide instructional goals for learning objectives, 85% demonstrated guided practice, and 78% included aligned exit slips or formative

assessments. Curriculum alignment checks averaged 96-100% across grade bands throughout the year. These internal measures indicate the training infrastructure is producing measurable instructional quality outcomes.

Action 3.5 - MKV/FY: IQ believes this action was effective. The school served 199 McKinney-Vento and Foster Youth students in 24-25 with transportation, supplies, internet access via hotspots and case management support. The school rates this as effective because it has seen a sustained improvment in chronic absenteeism for these subpopulations:

Baseline chronic absenteeism (all students)
Foster Youth 38.9%
Homeless Youth 34.8%

Year 2 Chronic absenteeism (all students)
Homeless - 17.3%
Foster Youth - 14.3%

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

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student ISP	Provide an internet subsidy for students who qualify for free and reduced lunch.	$347,470.00	Yes
3.2	Teachers	Hire and retain highly qualified fully credentialed teachers. Salary increases and/or bonuses are granted to better attract and retain highly qualified and credentialed instructional staff. The school will work to lower caseloads for credentialed staff who provide instruction to students to effectuate more time to analyze assessment data and provide targeted interventions to students based on this data.	$355,887.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Administration and Accountability	The school utilizes hardware, software, systems and staff to monitor both state and local data that impacts the local indicator data at IQ Academy. Administrative staff conduct support and supervision in the areas of operations, data analysis and management, attendance, finance, academic outcomes, curriculum/instructional alignment with state standards, and identification of students and subgroups of students for additional support using internal leading and lagging indicators.	$2,590,497.00	Yes
3.4	Staff Training	Staff training at IQLA involves 1:1, small group, and asynchronous training. These training systems and staff are necessary for the school for school operational fidelity to match expectations and obligations associated with educating students in a public school. These trainings are updated annually to reflect changes in legislation and updated guidance and best practices from educational partners. Training includes (but is not limited to) onboarding of new staff, best practices associated with instruction, curriculum, data analysis, educational tools, school operations, school processes and procedures, subject/grade band specific trainings, induction support, and other areas of identified need. In addition IQLA provides support related to instructional coaching, conferencing, resources, and professional development to all teachers. Using research-based coaching methods, Instructional Coaches used student based data to assist teachers in identifying areas of focus, setting specific data driven and student centered goals, and implementing teaching strategies designed to increase student engagement and achievement.	$499,664.00	Yes
3.5	MKV/FY	McKinney Vento and Foster Youth Liaisons will ensure students living in homeless situations and/or foster youth have full and equal access to school programs, support to meet academic standards, and resources to remove barriers so they can engage with school. These supports are need based, and include providing students living in a homeless situation a Kajeet Hotspot so they can access their online classes, necessary school	$87,449.00	No

Action #	Title	Description	Total Funds	Contributing
		supplies to complete assigned work, and hygiene kits to meet basic personal needs.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Decrease Chronic Absenteeism Rate (Focus Goal): By June 2026 The school will lower the Chronic Absenteeism rate 14%	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

The school developed this goal to address the continued challenge of pupil engagement in the virtual setting as articulated through the following indicator on the state dashboard;

Chronic Absenteeism:
All Students Red
African American Red
English Learners Orange
Hispanic Red
Socioeconomically Disadvantaged Red
Students with Disabilities Red
White Red
Asian Orange

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Chronic Absenteeism	All Students - Red - 18.3% African American - Red - 20.2% English Learners - Orange -15.6% Hispanic - Red - 19.6%	All Students – Yellow – 12.2 % Subgroups: African American – Yellow – 14.5 % English Learners – Green – 9.8 %	All Students - Orange - 12.9% Subgroups: African American - Orange - 15.8% English Learners - Yellow - 9.7%	All Students - 11.9% Subgroups: African American - 14.8% English Learners - 8.7%	All Students - -5.4% (12.9% Y2 vs 18.3% Baseline) Subgroups: African American - -4.4% (15.8% Y2 vs 20.2% Baseline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged - Red - 20% Students with Disabilities - Red - 22% White - Red - 15.2% Asian - Orange - 12.8%	Hispanic – Yellow – 13.1 % Socioeconomically Disadvantaged – Yellow – 13.6 % Students with Disabilities – Yellow – 14.6 % White – Green – 5.6 % Asian - No Performance Color New Subgroup: Homeless – Orange – 23.3 %	Students with Disabilities - Orange - 15.8% Hispanic - Yellow - 12.2% Socioeconomically Disadvantaged - Orange - 14.2% White - Red - 13.5% Homeless - Yellow - 13.5%	Students with Disabilities - 14.8% Hispanic - 11.2% Socioeconomically Disadvantaged - 13.2% White - 12.5% Homeless - 12.5%	English Learners - -5.9% (9.7% Y2 vs 15.6% Baseline) Hispanic - -7.4% (12.2% Y2 vs 19.6% Baseline) Socioeconomically Disadvantaged - -5.8% (14.2% Y2 vs 20.0% Baseline) Students with Disabilities - -6.2% (15.8% Y2 vs 22.0% Baseline) White - -1.7% (13.5% Y2 vs 15.2% Baseline)
4.2	Chronic Absenteeism All Students	22-23 All Students: 24.9% Subgroups: English Learners 23.9% Foster Youth 38.9% Homeless Youth 34.8% Students With Disabilities 26.3% Socioeconomically Disadvantaged 26.6% African American 25.3% American Indian or Alaska Native 18.5% Asian 21.6% Filipino 23.3% Hispanic or Latino 25.2% Pacific Islander White 25.1%	23-24 All Students - 16.1% Subgroups: English Learners 16.6% Foster Youth Homeless Youth 22.7% Students With Disabilities 18.9% Socioeconomically Disadvantaged 17.3% African American 16.3% American Indian or Alaska Native 15.0% Asian 11.1%	24-25 All Students: 14.8% By Subgroup: Socioeconomically Disadvantaged - 15.9% Students with Disabilities - 19.1% English Learners - 11.5% Homeless - 17.3% Foster Youth - 14.3% By Race/Ethnicity: African American - 18.2% Hispanic - 14.0% White - 15.2%	All Students - 13.8% Subgroups: Socioeconomically Disadvantaged - 14.9% Students with Disabilities - 18.1% English Learners - 10.5% Homeless - 16.3% Foster Youth - 13.3% African American - 17.2% Hispanic - 13.0% White - 14.2% Asian - 9.5%	All Students - -10.1% (14.8% Y2 vs 24.9% Baseline) Subgroups: English Learners - -12.4% (11.5% Y2 vs 23.9% Baseline) Foster Youth - -24.6% (14.3% Y2 vs 38.9% Baseline) Homeless - -17.5% (17.3% Y2 vs 34.8% Baseline) Students with Disabilities - -7.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races 23.8%	Filipino 7.1% Hispanic or Latino 16.9% Pacific Islander White 13.7% Two or More Races 14.8%	Asian - 10.5% Two or More Races - 10.1%	Two or More Races - 9.1%	(19.1% Y2 vs 26.3% Baseline) Socioeconomically Disadvantaged - -10.7% (15.9% Y2 vs 26.6% Baseline) African American - -7.1% (18.2% Y2 vs 25.3% Baseline) Asian - -11.1% (10.5% Y2 vs 21.6% Baseline) Hispanic - -11.2% (14.0% Y2 vs 25.2% Baseline) White - -9.9% (15.2% Y2 vs 25.1% Baseline) Two or More Races - -13.7% (10.1% Y2 vs 23.8% Baseline)
4.3	Attendance	93.20% (P2 Attendance Measurement for 22-23)	96.12% (P2 Attendance Measurement for 23-24)	95.25% (SY24-25 Annual) By Subgroup: African American - 94.24% Hispanic - 95.38% White - 95.47% Asian - 96.05% Filipino - 98.39% Socioeconomically Disadvantaged - 94.98%	All Students - 96.25% Subgroups: African American - 95.24% Hispanic - 96.38% White - 96.47% Asian - 97.05% Filipino - 99.39% Socioeconomically Disadvantaged - 95.98%	+2.05% (95.25% Y2 vs 93.20% Baseline) Subgroups: Subgroup attendance baselines (22-23) not available for comparison. 24-25 subgroup rates for reference:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						African American - 94.24% Hispanic - 95.38% White - 95.47% Asian - 96.05% Filipino - 98.39% Socioeconomically Disadvantaged - 94.98%
4.4	Drop Out Rate (4 year cohort)	9.2% (22-23 Dataquest)	9.2% (23-24 Dataquest)	Dropout Rate: 12.7% (Dataquest 2024-25) Dropout Rate by Subgroup: African American - 16.0% Hispanic - 10.1% White - 12.1% English Learners - 9.1% Homeless - 8.3% Socioeconomically Disadvantaged - 14.3% Students with Disabilities - 13.2%	All Students - 11.7% Subgroups: African American - 15.0% Hispanic - 9.1% White - 11.1% English Learners - 8.1% Homeless - 7.3% Socioeconomically Disadvantaged - 13.3% Students with Disabilities - 12.2%	All Students - +3.5% (12.7% Y2 vs 9.2% Baseline) - Decline

Goal Analysis [2025-26]

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

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

In Year 2 (2024-25), iQ Academy California - Los Angeles continued to implement Goal 4 as its focus goal for decreasing chronic absenteeism. This goal works in coordination with Goal 2 Action 2.2 as part of the school's holistic approach to student engagement and attendance.

Action 4.1 (Attendance Interventions): The school maintained its dual-approach attendance support model - proactive engagement to prevent absenteeism and responsive intervention to address it. Real-time attendance monitoring continued across all demographic groups to identify patterns and trigger early intervention. Targeted support services included personalized outreach to at-risk students and families, mentorship, and academic assistance. The school ensured equitable access to technology devices and internet connectivity, and provided technical support and training for students and families navigating online platforms. Attendance advocacy staff followed the school's student support process to connect chronically absent students with available resources including SSTs, Engagement Coaches, and Success Plans. LREBG funds supported 1:1 tutoring for students with identified attendance and engagement needs.

Action 4.2 (Teacher Attendance Interventions): Teachers monitored daily attendance in live sessions and work completion, with attendance data tracked on weekly progress monitoring reports. Teachers created high-impact commitments for students needing additional support to attend and engage in schoolwork. Administrators followed up on students missing school attendance through family outreach and academic probation plan management.

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

N/A

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

Action 4.1 - Attendance Interventions: IQ believes this action was effective. Chronic absenteeism for K-8 students improved dramatically from baseline (Metric 4.1 Year 2 Outcome vs Baseline), with all-students chronic absenteeism also showing substantial and continued improvement (Metric 4.2 Year 2 Outcome vs Baseline). These gains were maintained despite approximately 20% year-over-year enrollment growth. Attendance rates remained strong across all subgroups (Metric 4.3 Year 2 Outcome). The dropout rate increased (Metric 4.4 Year 2 Outcome), driven by the same cohort of late-enrolling, credit-deficient seniors that impacted Goal 1 and Goal 2 indicators. This action works in coordination with Goal 2 Action 2.2 as part of the school's holistic engagement strategy.

Action 4.2 - Teacher Attendance Interventions: IQ believes this action was effective. Teacher-level daily monitoring of attendance and work completion is a core component of the school's attendance infrastructure. The sustained improvement in chronic absenteeism (Metric 4.1 Year 2 Outcome, Metric 4.2 Year 2 Outcome) and strong attendance rates (Metric 4.3 Year 2 Outcome) indicate that teacher-driven intervention continued to contribute meaningfully to the school's attendance outcomes.

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

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Attendance Interventions	Attendance support is delivered through both a proactive approach and a responsive approach to resolving chronic absenteeism as well as participation in the online curriculum. We aim to reduce chronic absenteeism and enhance engagement in online learning among African American, Asian, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and English Learner populations. We will employ a multifaceted approach targeting various factors contributing to absenteeism and disengagement, with a focus on culturally responsive and inclusive practices. Attendance Monitoring and Early Intervention: Implement a system for real-time monitoring of attendance data across demographic groups to identify patterns and trends. Establish protocols for early intervention, including personalized outreach to students and families at risk of chronic absenteeism. Targeted Support Services: Provide targeted support services tailored to the needs of specific student populations, such as mentorship programs and academic assistance. Technology Access and Support: Ensure equitable access to technology devices and reliable internet connectivity for all students, addressing barriers to online participation. Offer technical support and training for students and families to navigate online platforms and utilize digital learning resources effectively. Use data-driven insights to make adjustments and refinements to the program over time, ensuring ongoing responsiveness to student needs. Attendance advocacy is intended to be a responsive approach to resolving chronic absenteeism as well as participation in the online curriculum. Students must be actively engaged in their education by completing assigned schoolwork or educational activities every day. Teachers monitor student assignment submissions and completed assignments, daily. If no	$1,219,932.00	Yes

Action #	Title	Description	Total Funds	Contributing
		assignments were submitted or completed, then teachers must follow the school's student support process to ensure we are offering all available resources to help the student get back on track. Student supports include, but are not limited to, internet/accessibility supports, involving support teams such as SST's and Engagment Coaches and creating Success Plans (back on track plans). Teachers monitor student attendance daily in live sessions, as well as daily school attendance through the completion of work assignments. The student attendance data is tracked on the weekly progress monitoring reports shared with teachers. Administrators follow up on students missing school attendance through reaching out to the family to resolve issues preventing them from attending as well as managing academic probation plans (https://www.cde.ca.gov/nr/el/le/documents/yr22ltr1214att.pdf) . LREBG Action: The school utilizes funds in LREBG to provide support and direct 1:1 tutoring related to attendance and engagement interventions to students who have identified need. Guidance from the California Department of Education (2022) recommends data-driven, daily mentoring and tutoring as a Tier 2 strategy for reversing chronic absenteeism and explicitly allows districts to use Learning Recovery Emergency Block Grant dollars for that purpose. Independent research confirms its impact: New York City's Success Mentor Corps cut absences for previously chronically absent students by nearly two instructional weeks per year (https://www.attendanceworks.org/wp-content/uploads/2018/04/Hamilton_project_-reducing_chronic_absenteeism_under_the_every_student_succeeds_act.pdf) and the national Attendance Works "Data Matters" brief reports the same two-week gain alongside better academic outcomes for mentored students evidence that justifies funding one-to-one attendance tutoring for our highest-need learners. (https://www.attendanceworks.org/wp-content/uploads/2019/01/Attendance-Works-Data-Matters_010919.pdf) The metrics used to monitor the effectiveness of this metric will be our chronic absenteeism indicator for students and related subgroups. LREBG Funds used: $ 72,206		

Action #	Title	Description	Total Funds	Contributing
4.2	Teacher Attendance Interventions	For students to be successful in our virtual program, they must complete assigned schoolwork and attend live online classes daily. Teachers monitor work completion and class attendance and create high-impact commitments for those students in their class needing additional support to attend and engage in their schoolwork.		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Establish Baseline for Non-Academic Outcome Monitoring for Students, Staff, and Families	Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The school developed this goal to address student needs as indicated within the California School Dashboard.

Chronic Absenteeism:
All Students Red
African American Red
English Learners Orange
Hispanic Red
Socioeconomically Disadvantaged Red
Students with Disabilities Red
White Red
Asian Orange

Graduation Rate:
All Students Green
Hispanic Green
Socioeconomically Disadvantaged Yellow

Suspension Rate:
All Students Blue

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	IQ - Healthy Kids Survey TK-2nd	Establishing Baseline in 26-27 SY.				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	1. School Climate/Satisfaction - Are you happy to be at this school? Please rate your happiness from 1-5, with 5 being the highest. 2. School Climate/Safety- Please rate your level of safety from 1-5 with 1 being never safe to 5 being always safe. Do you feel safe at this school? (1-5) 3. Social Emotional/Well-Being- Please rate your level of happiness from 1-5 with 1 being very happy and 5 being very unhappy. I would describe my happiness with myself as...(1-5) 4. Parental Involvement- How strongly do you agree or disagree with the following statement from 1-5, with 1 being strongly disagree and 5 being strongly agree? Teachers communicate with my learning coach/parent(s) about what I am learning.					

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	Healthy Kids Survey 3rd - 5th 1. School Climate/Satisfaction - Are you happy to be at this school? Please rate your happiness from 1-5, with 5 being the highest. 2. School Climate/Safety- Please rate your level of safety from 1-5 with 1 being never safe to 5 being always safe. Do you feel safe at this school? (1-5) 3. Social Emotional/Well-Being- Please rate your level of happiness from 1-5 with 1 being very happy and 5 being very unhappy. I would describe my happiness with myself as...(1-5) 4. Parental Involvement- How strongly do you agree or disagree with the following statement from 1-5, with 1 being strongly disagree and 5 being strongly agree?	Establishing Baseline in 26-27 SY.				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Teachers communicate with my learning coach/parent(s) about what I am learning.					
5.3	Healthy Kids Survey Secondary (6th - 12th) 1. School Climate/Satisfaction - How strongly do you agree or disagree with the following statement from 1-5, with 1 being strongly disagree and 5 being strongly agree? I am happy to be at this school. 2. School Climate/Safety- How strongly do you agree or disagree with the following statement from 1-5, with 1 being strongly disagree and 5 being strongly agree? I feel safe in my school. 3. Social Emotional/Well-Being- Please describe your level of satisfaction from 1-5 with 1 being very dissatisfied and 5 being very satisfied. I would describe my satisfaction with myself as...(1-5)	Establishing Baseline in 26-27 SY.				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	4. Parental Involvement- How strongly do you agree or disagree with the following statement from 1-5, with 1 being strongly disagree and 5 being strongly agree? Teachers communicate with my learning coach/parent(s) about my learning.					
5.4	IQ California School Parent Survey (LCAP) 1. School Climate/Satisfaction - Please rate your general satisfaction with your experience at iQ Academy from 1-5, with 5 being the highest. 2. School Climate/Safety- Based on your experience, how strongly do you agree or disagree with the following statement about this school on a level of 1-5 with 1 being strongly disagree and 5 being strongly agree? This school is a safe place for my child.	Establishing Baseline in 26-27 SY.				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	3. Social Emotional/Well-Being- Based on your experience, how strongly do you agree or disagree with the following statement about this school on a level of 1-5 with 1 being strongly disagree and 5 being strongly agree? Our school provides parents with resources to support my child's social and emotional needs. 4. Parental Involvement- Based on your experience, how strongly do you agree or disagree with the following statement about this school on a level of 1-5 with 1 being strongly disagree and 5 being strongly agree? Parents feel welcome to participate at this school.					
5.5	IQ California School Staff Survey (LCAP) 1. School Climate/Satisfaction - Please rate your general satisfaction with your experience as a staff member at iQ Academy	Establishing Baseline in 26-27 SY.				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	from 1-5, with 5 being the highest. 2. School Climate/Safety- Please indicate how much you agree or disagree with the following statements about this school from 1-5, with 5 being the highest. This school is a supportive and inviting place for staff to work. 3. Social Emotional/Well-Being- Please indicate how much you agree or disagree with the following statements about this school from 1-5, with 5 being the highest. This school supports educator well-being. 4. Parental Involvement- Please indicate how much you agree or disagree with the following statements about this school from 1-5, with 5 being the highest. This school is welcoming to and					

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	facilitates parent involvement.					

Goal Analysis [2025-26]

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

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

N/A 2026-2027 will be about establishing baseline metrics for our next 3 year LCAP so that effective monitoring on this focus goal can be maintained through the 2027-2028 through 2029-2030

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

N/A 2026-2027 will be about establishing baseline metrics for our next 3 year LCAP so that effective monitoring on this focus goal can be maintained through the 2027-2028 through 2029-2030

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

N/A 2026-2027 will be about establishing baseline metrics for our next 3 year LCAP so that effective monitoring on this focus goal can be maintained through the 2027-2028 through 2029-2030

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

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$8,868,670	$996,792

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
30.120%	8.468%	$2,068,078.00	38.588%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Staff Professional Development **Need:** For ELA State Dashboard Indicator (24-25); IQLA saw improvement in ELA for all reported unduplicated pupil groups compared to 23-24 All Students - Yellow - 24.4 points below standard (improved from 35.7 points below standard)	Professional Development for the 24-25 SY focused on integration between ELD, Special Education, and general education departments. The school also spent professional development time preparing staff for the transition to a new student information system (PowerSchools) and a new front-end curriculum system (Canvas). The school began introducing exposure to AI tools and general AI contextual news as it relates to education in 24-25. This was meant to set the stage for 25-26 where AI-based professional	PD Feedback 24-25 SY: Average score of 4.40/5 in August 2025 professional development feedback survey (82 responses) rating satisfaction and effectiveness. [INCOMPLETE - March 2025 PD feedback pending]

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners - Yellow - 53.0 points below standard (improved from 87.8 points below standard) Socioeconomically Disadvantaged - Yellow - 36.8 points below standard (improved from 44.4 points below standard) For Math State Dashboard Indicator (24-25); IQLA saw improvement in Math for all reported unduplicated pupil groups compared to 23-24 All Students - Yellow - 55.5 points below standard (improved from 79.6 points below standard) English Learners - Yellow - 54.3 points below standard (improved from 108.6 points below standard) Socioeconomically Disadvantaged - Yellow - 66.7 points below standard (improved from 86.0 points below standard) For English Learner Progress Indicator (ELPI) (24-25); English Learner progress decreased from Green 48.6% making progress in 23-24 to Orange 42.1% making progress in 24-25 **Scope:** LEA-wide	development will start to become a larger part of continuing professional development at IQ Academy for its staff. Currently, the school is planning on rolling out Google Workspace for Education AI Pro in the spring of 25-26.	
1.2	**Action:** Universal Assessment **Need:** For ELA State Dashboard Indicator (24-25); IQLA saw improvement in ELA for all reported unduplicated pupil groups compared to 23-24	The school has several processes that are critical to the identification of specific standards level needs for unduplicated students. While these are necessary and critical processes for serving unduplicated populations, the practices/processes are applicable to students LEA/Schoolwide.	Average Teacher Rating from informal observations in 24-25: Schoolwide Instructional Goal 1: There is a learning objective/standard listed

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All Students - Yellow - 24.4 points below standard (improved from 35.7 points below standard) English Learners - Yellow - 53.0 points below standard (improved from 87.8 points below standard) Socioeconomically Disadvantaged - Yellow - 36.8 points below standard (improved from 44.4 points below standard) For Math State Dashboard Indicator (24-25); IQLA saw improvement in Math for all reported unduplicated pupil groups compared to 23-24 All Students - Yellow - 55.5 points below standard (improved from 79.6 points below standard) English Learners - Yellow - 54.3 points below standard (improved from 108.6 points below standard) Socioeconomically Disadvantaged - Yellow - 66.7 points below standard (improved from 86.0 points below standard) **Scope:** LEA-wide	These processes include; identification of standards level learning objectives that are meant to drive Instruction and curriculum alignment to identified priority standards that will drive students to making at least one years growth. Both of these processes are audited through our informal observation process and curriculum alignment checks.	and it is reviewed with students. ES: 96% of observed teachers met this requirement. MS: 86.78% of observed teachers met this requirement. HS: 84% of observed teachers met this requirement. Schoolwide Instructional Goal 2: Lesson demonstrates "I do, we do, you do" and/or guided practice. ES: 96% of observed teachers met this requirement. MS: 91.34% of observed teachers met this requirement. HS: 93% of observed teachers met this requirement. Schoolwide Instructional Goal 3: There is an exit slip/formative assessment that is aligned to the learning objective/standard. ES: 92% of observed teachers met this requirement.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			MS: 86.73% of observed teachers met this requirement. HS: 83% of observed teachers met this requirement. Curriculum Alignment Checks (24-25 SY): Q1: TK-2: 100%, 3-5: 100%, 6-8: 100%, 9-12: 100% (School Avg: 100%) Q2: TK-2: 100%, 3-5: 100%, 6-8: 87%, 9-12: 100% (School Avg: 97%) Q3: TK-2: 100%, 3-5: 94%, 6-8: 100%, 9-12: 100% (School Avg: 99%) Q4: TK-2: 100%, 3-5: 94%, 6-8: 88%, 9-12: 100% (School Avg: 96%
1.4	**Action:** College and Career **Need:** For College/Career Indicator (24-25); IQLA saw a decline in CCI for all reported groups compared to 23-24 All Students - Red - 15.2% Prepared (declined from Yellow 29.4% Prepared) Socioeconomically Disadvantaged - Orange - 13.4% Prepared (declined from Yellow 28.3% Prepared) English Learners - 4.5% Prepared	Socioeconomically Disadvantaged students having lower then average preparedness at IQLA requires the school to evaluate our HS program offerings to best produce opportunities for this subgroup to meet the state CCI indicator criteria. This process of evaluation, expansion, and alignment of our HS program offerings to serve this sub population can be used to benefit all students. Specifically the school seeks to conduct annually review our CCI indicator scoring to expanding and enriching our programs in a way that provides better access to these opportunities. Specifically there is a focus to include more A-G courses, Career Technical Education (CTE) pathways, Dual	College/Career Indicator (CA Dashboard 24-25): All Students - Red - 15.2% Prepared (declined from Yellow 29.4%) Socioeconomically Disadvantaged - Orange - 13.4% Prepared (declined from Yellow 28.3%) A-G Completion Rate (24-25): 12.6% (declined from 21.4%)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	A-G Completion Rate declined from 21.4% to 12.6% (19 of 151 students). CTE Pathway Completion declined from 2.4% to 0.7%. **Scope:** LEA-wide	Enrollment programs, and early graduation by focusing on these we are directly addressing the need for growth on the College Career Indicator (CCI) requirements. This holistic approach ensures that students have access to pathways aligned with their individual interests and aspirations, ultimately enhancing their readiness for post-secondary endeavors. Additionally, strengthening counseling support through personalized guidance, quarterly one-on-one sessions, and professional development aligns with best practices in college and career readiness, enabling us to better address any gaps in student achievement and graduation rates identified through data-driven approaches. The establishment of the PantherPath2College program further enhances our ability to provide students with dual enrollment opportunities, fostering seamless transitions to higher education and ultimately contributing to the overall growth and success of our College and Career program.	CTE Pathway Completion (24-25): 0.7% (declined from 2.4%) Both CTE & A-G Completion (24-25): 0.0% (declined from 1.6%) Students Earning College Credit (24-25): 5.3% (declined from 25.7%) Early Assessment Program (EAP) 24-25: ELA: 37.77% Math: 29.49% Graduation Cohort: 151 students (up from 119) 15.2% Prepared / 21.2% Approaching Prepared / 63.6% Not Prepared
1.5	**Action:** Academic Intervention **Need:** For ELA State Dashboard Indicator (24-25); IQLA saw improvement in ELA for all reported unduplicated pupil groups compared to 23-24 All Students - Yellow - 24.4 points below standard (improved from 35.7 points below standard) English Learners - Yellow - 53.0 points below standard (improved from 87.8 points below standard)	Identifying Students in Need: Utilizing tools like Star 360 Math and Reading assessments, homeroom teacher feedback, and ESGI baseline assessments helps in identifying students who require additional academic support. These assessments provide data-driven insights into students' strengths and weaknesses, allowing educators to tailor interventions accordingly. Targeted Academic Support: Once students have been identified, interventions such as IQ Boost, targeted instructional sessions, and the use of educational platforms like Freckle and Lalilo ensure that students receive personalized and focused support in areas where they are	IQ Boost Subgroup Outcomes (24-25, 332 total Boost students): EL Students in IQ Boost (44 of 332): STAR Math Growth BOY to EOY: 48.7% made a year of growth STAR Reading Growth BOY to EOY: 40.4% made a year of growth

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socioeconomically Disadvantaged - Yellow - 36.8 points below standard (improved from 44.4 points below standard) For Math State Dashboard Indicator (24-25); IQLA saw improvement in Math for all reported unduplicated pupil groups compared to 23-24 All Students - Yellow - 55.5 points below standard (improved from 79.6 points below standard) English Learners - Yellow - 54.3 points below standard (improved from 108.6 points below standard) Socioeconomically Disadvantaged - Yellow - 66.7 points below standard (improved from 86.0 points below standard) While all unduplicated pupil groups improved, all remain below standard. Targeted academic interventions through IQ Boost and reading remediation programs remain essential to sustaining growth, particularly for English Learners and socioeconomically disadvantaged students. **Scope:** LEA-wide	struggling. This targeted approach increases the effectiveness of interventions by addressing specific academic needs. Supplemental Learning Resources: Freckle and Lalilo serve as supplemental resources to reinforce high-priority standards in math and ELA respectively. These platforms offer engaging and interactive content designed to support student learning and mastery of essential skills. Early Intervention: ESGI's use as a baseline assessment for students in K-3rd grade allows educators to identify potential academic gaps early on. Early intervention is crucial for addressing learning difficulties promptly, preventing them from becoming more significant barriers to academic success later on. Overall, these actions combine assessment, targeted support, and supplemental resources to ensure that students in need receive the intervention necessary to improve their academic performance and achieve success.	Economically Disadvantaged Students in IQ Boost (251 of 332): STAR Reading Growth BOY to EOY: 49.5% made a year of growth STAR Math Growth BOY to EOY: 48.3% made a year of growth
2.2	**Action:** Engagement **Need:** Decrease chronic absenteeism and increase engagement in online school for unduplicated pupil groups.	Attendance Monitoring and Early Intervention: Implement attendance monitoring across demographics and establish protocols for early intervention. Targeted Support Services:	Attendance Rates (24-25 Annual): All Students - 95.25% English Learners - 95.64% Socioeconomically Disadvantaged - 94.98%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Baseline (22-23) Chronic Absenteeism K-8 (CA Dashboard): All Students - Red - 18.3% English Learners - Orange - 15.6% Socioeconomically Disadvantaged - Red - 20% Baseline (22-23) Chronic Absenteeism All Students: English Learners - 23.9% Foster Youth - 38.9% Socioeconomically Disadvantaged - 26.6% In 24-25, chronic absenteeism K-8 moved from Yellow to Orange for All Students (12.9%) and Socioeconomically Disadvantaged (14.2%), indicating continued need for engagement interventions targeting these unduplicated pupil groups. **Scope:** LEA-wide	Offered individualized support through mentorship, collaboration with the entire team and a culturally responsive approach.	Chronic Absenteeism K-8 (Dashboard 24-25): All Students - Orange - 12.9% English Learners - Yellow - 9.7% Socioeconomically Disadvantaged - Orange - 14.2% Chronic Absenteeism All Students (24-25): All Students - 14.8% English Learners - 11.5% Socioeconomically Disadvantaged - 15.9% The following all-student engagement offerings are designed to promote engagement for unduplicated pupil groups: Ed Partner Feedback Participation (24-25): Average of 1% (24 parents) attending sessions 11% Ed Partner survey response rate Outing Attendance (24-25): Average of 3% in-person attendees monthly

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Average of 10% virtual attendees monthly School Club Participation (24-25): 16% of student population attending a club
2.4	**Action:** Credit Recovery **Need:** In 2022-2023 our graduation rate was GREEN with a 82.7% graduation rate for all students. Socioeconomically disadvantaged students were rated as YELLOW (79.8%). This at risk population remains in need compared to the general population graduation rate. 24-25 Graduation Rate (CA Dashboard): All Students - Orange - 80.6% Socioeconomically Disadvantaged - Orange - 77.9% English Learners - 75.0% **Scope:** LEA-wide	IQ Academy uses credit recovery as a mechanism to provide students access to courses they are credit deficient in. The school reviews credit deficiency each semester and tailors credit recovery offerings through summer school and specific in-year credit recovery courses to provide opportunities for credit-deficient students to stay on track to graduate. In 24-25, the school experienced high enrollment. In the late fall and spring, approximately 20 students enrolled as seniors who were extremely credit deficient. The school is currently investigating alternative graduation pathways aligned to minimum graduation requirements as a way to serve this student population that comes with the inability to graduate with their cohort year due to a lack of credits.	HS Graduation Rate (CA Dashboard): All Students: 23-24 (Year 1): Green - 89.7% 24-25 (Year 2): Orange - 80.6% Socioeconomically Disadvantaged: 23-24 (Year 1): Green - 88.4% 24-25 (Year 2): Orange - 77.9% English Learners: 24-25 (Year 2): 75.0% The graduation rate declined in 24-25 compared to Year 1 results. All Students dropped from 89.7% to 80.6%, and Socioeconomically Disadvantaged from 88.4% to 77.9%. The decline was primarily driven by late fall and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			spring enrollments of approximately 20 seniors with extreme credit deficiencies who did not have sufficient time to complete graduation requirements.
3.2	**Action:** Teachers **Need:** Unduplicated students need to have highly qualified teachers available both in specific areas of need (indicated below) and broadly (as a component of having access to a broad course of study). Areas of need 22-23: Mathematics - English Learners - Red - 99.9 points below standard English Learner Progress - English Learners - Red - 37.8% making progress ELA - English Learners - Orange - 53.3 points below standard **Scope:** LEA-wide	Action 3.2 provides the school flexibility in sourcing new highly qualified and fully credentialed teachers and retaining highly qualified and fully credentialed teachers. This action is specifically meant to ensure that unduplicated populations in the subjects identified on the 22-23 state dashboard as areas of need are given priority. However ensuring access to a broad course of study is also a component of impacting the academic outcomes of unduplicated student populations. Thus providing this schoolwide also supports this unduplicated student population.	Teacher Credentials and Assignment (DataQuest 2023-24): 95.9% Clear 3.1% Out-of-Field 0.0% Intern 1.0% Ineffective (68.0 Total FTE) Note: 24-25 assignment data is not yet available. 2023-24 data is being used as the last verified metric. Dashboard Indicator: Access to a Broad Course of Study - Met Student Support Programs: 100% of ELL students correctly classified with access to appropriate ELD support Goal 1 Dashboard Indicators - Compared to Baseline (22-23):

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			ELA - English Learners: 24-25 Yellow 53.0 pts below (Baseline: Orange 53.3 pts below) Math - English Learners: 24-25 Yellow 54.3 pts below (Baseline: Red 99.9 pts below) English Learner Progress: 24-25 Orange 42.1% (Baseline: Red 37.8%)
3.3	**Action:** Administration and Accountability **Need:** There is a need for a variety of positions that are meant to provide input, supervision, monitoring, and support for many competencies (listed out in action 3.3) that are necessary for other actions/services in goals 1,2,3 and 4, to function. Many of these areas of need are defined by the identified needs within goals 1,2,3 and 4 for unduplicated populations. These positions also oversee outreach to educational partners for identified subgroups. **Scope:** LEA-wide	The action describes a variety of administrative support positions that provide support and supervision in the areas of operations, data analysis and management, attendance, finance, academic outcomes, curriculum/instructional alignment with state standards, and identification of students and subgroups of students for additional support using internal leading and lagging indicators. While this work by administrative staff focuses on unduplicated populations as a priority, the work they do benefits all students and thus is applicable schoolwide. In 24-25, administrative staff continued regular audits and monitoring of leading and lagging local data related to annual measurable outcomes across all goals. Administrative functions also supported the transition to PowerSchool SIS and Canvas LMS, which required significant operational oversight.	The school conducts regular audits and monitoring of leading and lagging local data related to annual measurable outcomes in Goals 1, 2, and 4. These annual measurable outcomes are summative data points used to monitor the effectiveness of administrative staff supporting supplemental and federal funded programs. Local Indicators: Student Support Programs: 100% of ELL students correctly classified - Met Dashboard Indicator: Access to a Broad Course of Study - Met

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Access to Instructional Materials: All students receive access to K12 materials aligned with CCSS - Met Goal 1 Annual Measurable Outcomes (24-25): CAASPP ELA: English Learners - Yellow - 53.0 points below standard CAASPP ELA: Socioeconomically Disadvantaged - Yellow - 36.8 points below standard CAASPP Math: English Learners - Yellow - 54.3 points below standard CAASPP Math: Socioeconomically Disadvantaged - Yellow - 66.7 points below standard English Learner Progress: Orange - 42.1% making progress College/Career Indicator: Socioeconomically Disadvantaged - Orange - 13.4% Prepared Goal 2 and Goal 4 Annual Measurable Outcomes (24-25): Attendance Rates (24-25 Annual): All Students - 95.25%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			English Learners - 95.64% Socioeconomically Disadvantaged - 94.98%
3.4	**Action:** Staff Training **Need:** Identified subgroups require that teachers are well trained and supported in our virtual environment. As a virtual public school a educators success in our environment is directly linked to their ability to understand and function efficiently in our setting. IQ believes that identified subgroups are better served when teachers are able to utilize this advanced training to provide them with better access to instructional materials, staff, and a broad course of study. **Scope:** LEA-wide	While identified subgroups benefit from having highly qualified teachers and staff who are trained and able to function in a virtual environment, broadly having well-trained staff in our unique setting has a positive impact on all students. In 24-25, staff training included 1:1, small group, and asynchronous training updated annually to reflect changes in legislation and guidance. This included onboarding of new staff, best practices for instruction, curriculum, data analysis, educational tools, school operations, subject/grade band specific trainings, and induction support. Instructional coaching in 24-25 used research-based methods and student-based data to assist teachers in identifying areas of focus, setting data-driven goals, and implementing teaching strategies to increase student engagement and achievement.	Training Completion Audits (24-25): 50% of first year staff mastered 80%+ of regularly occurring audit items Training Completion (Q1/2 25-26): 14% of first year staff mastered 80%+ (early year benchmark) Informal observations are conducted monthly and observations on core instructional competencies are used to drive instructional coaching focus. Average Teacher Rating from informal observations in 24-25: School Wide Instructional Goals [There is a Learning objective/standard listed and it is reviewed with students] 88% of observed teachers met this requirement. School Wide Instructional Goals [Lesson demonstrates use of "I do, we do, you do" and/or

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			guided practice] 85% of observed teachers met this requirement. School Wide Instructional Goals [There is an exit slip/formative assessment that is aligned to the learning objective/standard] 78% of observed teachers met this requirement. Curriculum Alignment Checks (24-25): Q1: TK-2: 100%, 3-5: 100%, 6-8: 100%, 9-12: 100% (School Avg: 100%) Q2: TK-2: 100%, 3-5: 100%, 6-8: 87%, 9-12: 100% (School Avg: 97%) Q3: TK-2: 100%, 3-5: 94%, 6-8: 100%, 9-12: 100% (School Avg: 99%) Q4: TK-2: 100%, 3-5: 94%, 6-8: 88%, 9-12: 100% (School Avg: 96%)
4.1	**Action:** Attendance Interventions **Need:** Decrease chronic absenteeism and increase engagement in online school for unduplicated pupil groups. Chronic Absenteeism K-8 (22-23 Baseline): All Students - Red - 18.3%	While English Learners (dashboard color orange) and Socioeconomically Disadvantaged (dashboard color Red) students are both unduplicated student groups who show a need related to chronic absenteeism, all students can benefit from the systems of support our Attendance Intervention (4.1) action describes.	Chronic Absenteeism K-8 (CA Dashboard 24-25): All Students - Orange - 12.9% English Learners - Yellow - 9.7% Socioeconomically Disadvantaged - Orange - 14.2%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners - Orange - 15.6% Socioeconomically Disadvantaged - Red - 20.0% Chronic Absenteeism All Students (22-23 Baseline): All Students - 24.9% English Learners - 23.9% Foster Youth - 38.9% Socioeconomically Disadvantaged - 26.6% **Scope:** LEA-wide		Chronic Absenteeism All Students (24-25): All Students - 14.8% English Learners - 11.5% Foster Youth - 14.3% Socioeconomically Disadvantaged - 15.9% Attendance Rates (24-25 Annual): All Students - 95.25% English Learners - 95.64% Socioeconomically Disadvantaged - 94.98%

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** EL Support **Need:** Increase English language proficiency as measured by the English Language Proficiency Increase (ELPI) on the CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	During the 24-25 school year IQ Academy experienced a tremendous amount of enrollment growth. This enrollment growth for our ELD students was mitigated slightly by a slight decrease from 8.9% in 23-24 to 7.8% in 24-25. At the height of enrollment during 2025 the school had around 2,300 students enrolled with approximately 7.8% of our population being identified as ELD for the year. This changed our ELD population for that year to roughly 180 students over the course of the school year. This represented an increase in our ELD population of	Summative ELPAC Scores (CA Dashboard ELPI): 42.1% (decrease of 6.5%) Star 360 Reading Growth BOY to EOY (EL Students, Grades 3-12): 50.0% of EL students who took both the BOY and EOY showed one year's growth in reading. (24-25, 63/126 students)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		roughly 30% which aligned to the overall enrollment increase we observed (which was roughly 27%). The school began to identify new curriculum (K12 ELD Summit curriculum) and train on it in 24-25 and this new curriculum was deployed in 25-26. The ELD department also grew to accommodate a plan for a credited high school class that also was planned in the spring of 24-25 for deployment in the 25-26 SY. With the support of bilingual engagement coaches, the ELD program will be able to service newcomers and LTELs by pulling them into small groups using our supplemental curriculum (Rosetta Stone and Educeri) to target the unique needs of these learners. Reclassified fluent English proficient (RFEP) students who are in the monitoring period of four years will receive additional academic intervention if they show a lack of academic progress and/or academic success as measured by Star360, passing rates, and state assessments.	
1.6	**Action:** Instructional Intervention (Improved) **Need:** CAASPP ELA (Socioeconomically Disadvantaged) 24-25: 36.8 points below standard (Y1: 44.4 pts below, Baseline: 30 pts below) Status: Yellow (improved from Orange in Y1)	The school will increase the percentage of English Learners and socioeconomically disadvantaged students demonstrating proficiency in ELA and Math, as measured by the CAASPP. Teachers conduct direct interventions targeting specific groups of students based on placement in academic intervention tiers by subject (not meeting or exceeding grade level standards as measured by STAR 360 diagnostic assessment)	Star 360 Reading Growth BOY to EOY (Grades 3-12, 24-25): Socioeconomically Disadvantaged: 60.4% met tiered growth (689/1,140 students) All Students: 61.2% met tiered growth (869/1,420 students)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	CAASPP Math (Socioeconomically Disadvantaged) 24-25: 66.7 points below standard (Y1: 86.0 pts below, Baseline: 83.1 pts below) Status: Yellow (improved from Orange in Y1) Star 360 Reading Growth (Socioeconomically Disadvantaged, Grades 3-12): 60.4% met tiered growth (689/1,140 students) Star 360 Math Growth (Socioeconomically Disadvantaged, Grades 3-12): 56.0% met tiered growth (644/1,150 students) **Scope:** Limited to Unduplicated Student Group(s)		Star 360 Math Growth BOY to EOY (Grades 3-12, 24-25): Socioeconomically Disadvantaged: 56.0% met tiered growth (644/1,150 students) All Students: 57.4% met tiered growth (825/1,437 students)
2.1	**Action:** EL Services **Need:** Chronic Absenteeism remains high for our English Learner sub-population at baseline: K-8 English Learners - Orange - 15.6% (22-23 Baseline) Chronic Absenteeism All Students: English Learners - 23.9% (22-23 Baseline) Continued family engagement services in the families native language remain important for maintaining progress in reducing chronic absenteeism for English Learners. **Scope:**	The ability for teachers to monitor and communicate with families who may not speak English as a primary language remains an important tool for engagement at the school. The ability to deploy outreach and engagement in a family's native language remains useful for school-wide engagement efforts, which is why this action is maintained LEA-wide. In 24-25, the school continued providing interpreter and translation services. The school is additionally investigating legal guidance for use of AI translators for meetings/speech to augment ParentSquare auto-translations of texts/emails, which would expand the reach and responsiveness of multilingual family communications.	Chronic Absenteeism K-8 (CA Dashboard): English Learners: 23-24 (Year 1): Green - 9.8% 24-25 (Year 2): Yellow - 9.7% Chronic Absenteeism All Students: English Learners: 23-24: 16.6% 24-25: 11.5% Attendance Rates: English Learners: 24-25: 93.32%

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		English Learner chronic absenteeism has continued to improve year-over-year, with the K-8 Dashboard rate holding steady and the all-student rate declining from 16.6% to 11.5%.
3.1	**Action:** Student ISP **Need:** IQ Academy provides this resource in order to ensure access to a broad course of study and access to instructional materials. **Scope:** Limited to Unduplicated Student Group(s)	The school back to school packet includes questions meant to identify and make available the internet subsidy for qualifying families.	Back to School Packet (BTSP) Completion: 22-23: 66% 24-25: 46% 25-26: 31% Dashboard Indicator: Access to a Broad Course of Study - Met Dashboard Indicator: Access to Instructional Materials - Met The declining BTSP participation rate (66% ? 46% ? 31%) is something the school will be analyzing for 25-26 and putting interventions in place for. Currently the school collects this as part of our enrollment process but additional strong start follow up during onboarding in fall and spring will be where adjustments to collection can have an impact.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.2	**Action:** Teacher Attendance Interventions **Need:** The Chronic Absenteeism data (22-23 Baseline) shows the student group of socioeconomically disadvantaged (20%) is higher than all students (18.3%). While English Learners have a lower chronic absenteeism (15.6%) than all students (18.3%), this subgroup continues to show need as its chronic absenteeism rate in prior years has been higher than all student rates. The school believes in continuing this action in support of the English Learner subgroup so that the subgroup can sustain improvements in chronic absenteeism. [NEEDS DATA - Educational partner feedback for 24-25 not yet available.] **Scope:** Limited to Unduplicated Student Group(s)	Teachers will monitor and follow up with students not completing assignments and attending class. This action is focused on improving the attendance rate and lowering the chronic absenteeism rate for socioeconomically disadvantaged and English learner students.	Chronic Absenteeism K-8 (CA Dashboard): Baseline (22-23): All Students - Red - 18.3%, SED - Red - 20.0% 24-25 (Year 2): All Students - Orange - 12.9%, SED - Orange - 14.2% Chronic Absenteeism All Students: Baseline (22-23): All Students - 24.9%, SED - 26.6% 24-25 (Year 2): All Students - 14.8%, SED - 15.9% Attendance Rates (24-25 Annual): All Students - 95.25% Socioeconomically Disadvantaged - 94.98% [NEEDS DATA - Educational partner feedback survey results for 24-25 not yet available.]

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

Socioeconomic Disadvantaged (SED) and English learner (EL) students have a disproportionately lower rates of achievement than all students. To address the need to increase achievement with SED and EL students, the school will implement academic interventions (Goal:

Increase Student Achievement and Proficiency, 1.6). The school could implement this action by hiring additional staff to provide academic interventions for these students, which, based on the current pay scale, the school's estimates it would cost $63,097. Instead, the school chooses to utilize a portion of the existing staff time to provide the intervention to unduplicated students. The estimated cost was divided by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Socioeconomic Disadvantaged (SED) and English learner (EL) students have disproportionately higher rates of chronic absenteeism than all students. To address the need to reduce chronic absenteeism and increase student engagement with our SED and EL students, the school will implement attendance interventions (Goal: Decrease Chronic Absenteeism Through Student Engagement, 4.2). The school could implement this action by hiring additional staff to provide attendance support, which, based on the current pay scale, the school's estimates would cost $60,400. Instead, the school chooses to utilize a portion of the existing staff time to provide the intervention to SED and EL students. The estimated cost was divided by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

In Goal 3, Action 2, you will see where the LCFF Concentration add-on grant was used to ensure we hire and maintain high-quality teachers to support unduplicated students.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$29,444,464	8,868,670	30.120%	8.468%	38.588%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$8,444,297.00	$263,998.00	$0.00	$699,161.00	$9,509,009.00	$7,887,600.00	$1,621,409.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Staff Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$0.00	$116,398.00	$6,398.00			$110,000.00	$116,398.00	
1	1.2	Universal Assessment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$0.00	$21,167.00	$21,167.00				$21,167.00	
1	1.3	EL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	26-27	$722,878.00	$23,424.00	$732,802.00			$13,500.00	$746,302.00	
1	1.4	College and Career	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$541,458.00	$26,819.00	$564,127.00	$4,150.00			$568,277.00	
1	1.5	Academic Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$1,956,121.00	$105,428.00	$1,719,561.00	$187,642.00		$154,346.00	$2,061,549.00	
1	1.6	Instructional Intervention (Improved)	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	26-27								0.22%
2	2.1	EL Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	26-27	$0.00	$27,288.00	$27,288.00				$27,288.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$300,960.00	$217,445.00	$501,849.00			$16,556.00	$518,405.00	
2	2.3	Social Emotional Learning, Prevention, and Intervention	All	No			All Schools	26-27	$0.00	$24,200.00				$24,200.00	$24,200.00	
2	2.4	Credit Recovery	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$112,971.00	$211,553.00	$324,524.00				$324,524.00	
3	3.1	Student ISP	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	26-27	$0.00	$347,470.00	$347,470.00				$347,470.00	
3	3.2	Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$355,887.00	$0.00	$355,887.00				$355,887.00	
3	3.3	Administration and Accountability	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$2,134,505.00	$455,992.00	$2,564,941.00			$25,556.00	$2,590,497.00	
3	3.4	Staff Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$472,439.00	$27,225.00	$479,725.00			$19,939.00	$499,664.00	
3	3.5	MKV/FY	All	No			MKV/FY	26-27	$70,449.00	$17,000.00				$87,449.00	$87,449.00	
4	4.1	Attendance Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$1,219,932.00	$0.00	$900,111.00	$72,206.00		$247,615.00	$1,219,932.00	
4	4.2	Teacher Attendance Interventions	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	26-27								0.21%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$29,444,464	8,868,670	30.120%	8.468%	38.588%	$8,545,850.00	0.430%	29.454 %	**Total:**	$8,545,850.00
								LEA-wide Total:	$7,438,290.00
								Limited Total:	$1,107,560.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Staff Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,398.00	
1	**1.2**	Universal Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,167.00	
1	**1.3**	EL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$732,802.00	
1	**1.4**	College and Career	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$564,127.00	
1	**1.5**	Academic Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,719,561.00	
1	**1.6**	Instructional Intervention (Improved)	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		0.22%
2	**2.1**	EL Services	Yes	Limited to Unduplicated	English Learners	All Schools	$27,288.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Student Group(s)				
2	2.2	Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$501,849.00	
2	2.4	Credit Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$324,524.00	
3	3.1	Student ISP	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$347,470.00	
3	3.2	Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$355,887.00	
3	3.3	Administration and Accountability	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,564,941.00	
3	3.4	Staff Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$479,725.00	
4	4.1	Attendance Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$900,111.00	
4	4.2	Teacher Attendance Interventions	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		0.21%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,857,896.00	$9,330,958.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Staff Professional Development	Yes	$61,004.00	$106,877
1	**1.2**	Universal Assessment	Yes	$22,658.00	$22,658
1	**1.3**	EL Support	Yes	$742,869.00	$704,978
1	**1.4**	College and Career	Yes	$377,072.00	$386,324
1	**1.5**	Academic Intervention	Yes	$2,196,375.00	$2,037,097
1	**1.6**	Instructional Intervention (Improved)	Yes		
2	**2.1**	EL Services	Yes	$38,700.00	$26,290
2	**2.2**	Engagement	Yes	$414,034.00	$404,077
2	**2.3**	Social Emotional Learning, Prevention, and Intervention	No	$20,000.00	$24,200
2	**2.4**	Credit Recovery	Yes	$398,563.00	$286,585
3	**3.1**	Student ISP	Yes	$225,758.00	$225,758

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Teachers	Yes	$1,663,185.00	$1,649,506
3	3.3	Administration and Accountability	Yes	$2,202,835.00	$2,012,842
3	3.4	Staff Training	Yes	$412,811.00	$348,513
3	3.5	MKV/FY	No	$67,780.00	$72,719
3	3.6	Teacher Training			$85
4	4.1	Attendance Interventions	Yes	$1,014,252.00	$1,022,449
4	4.2	Teacher Attendance Interventions	Yes		

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$7,305,388	$8,442,218.00	$8,009,323.00	$432,895.00	0.510%	0.510%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Staff Professional Development	Yes	$3,504.00	$13,281		
1	1.2	Universal Assessment	Yes	$22,658.00	$22,658		
1	1.3	EL Support	Yes	$721,472.00	$689,655		
1	1.4	College and Career	Yes	$372,922.00	$382,174		
1	1.5	Academic Intervention	Yes	$1,439,263.00	$1,292,149		
1	1.6	Instructional Intervention (Improved)	Yes			0.26%	.26%
2	2.1	EL Services	Yes	$38,700.00	$26,290		
2	2.2	Engagement	Yes	$414,034.00	$404,077		
2	2.4	Credit Recovery	Yes	$398,563.00	$286,585		
3	3.1	Student ISP	Yes	$225,758.00	$225,758		
3	3.2	Teachers	Yes	$1,663,185.00	$1,649,506		
3	3.3	Administration and Accountability	Yes	$2,108,603.00	$1,994,505		
3	3.4	Staff Training	Yes	$386,055.00	$311,527		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.1**	Attendance Interventions	Yes	$647,501.00	$711,158		
4	**4.2**	Teacher Attendance Interventions	Yes			0.25%	.25%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$24,423,022	$7,305,388	11.86%	41.772%	$8,009,323.00	0.510%	33.304%	$2,068,078.00	8.468%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

APPROVED

TO: IQ ACADEMY CALIFORNIA LOS ANGELES GOVERNING BOARD

BOARD REPORT #02

VIA: IQ ACADEMY STAFF
June 16, 2026

SUBJECT: Consolidated Application

PROPOSAL: It is proposed that the Governing Board of iQ Academy California approve the application for federal categorical funds through the Consolidated Application, 2026-27 Application for Funding.

BACKGROUND: By submitting the Consolidated Application (Con App) to the California Department of Education, iQ Academy California declares the intent to apply for multiple, formula-driven, categorical program funds. The submission also assures the California State Board of Education that the Local Education Agency (LEA) will adhere to the legal assurances associated with the programs.

The LEA is applying for funds from the following programs:

1. Title I, Part A (Basic Grant) ESSA Sec 1111
2. Title II, Part A (Supporting Effective Instruction) ESSA Sec 2104
3. Title III, Part A (Language Instruction for English Learners) ESSA Sec 3102
4. Title IV, Part A (Student Support) ESSA Sec 1112(b)

The LEA annually submits a school plan and proposed expenditures, to the Board for approval, outlining how the entitlement will fund the personnel, activities, and programs that the stakeholders have determined will support improved student achievement.

BUDGET IMPLICATIONS: Upon approval, entitlements will be spent in accordance with the plan.

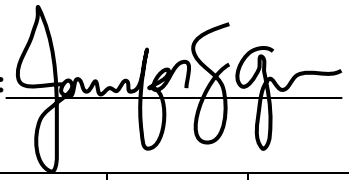
RECOMMENDATIONS: It is recommended the Governing Board approve the Consolidated Application, Application for Funding.

RESPECTFULLY SUBMITTED
Nick Stecken
Head of School

PREPARED BY:
Krista Mount
Director of Categorical Programs

PRESENTED BY:
Krista Mount
Director of Categorical Programs

Ayes: 3 No: 0 Abstain: 0

Approved: Yes **Witnessed:**  **Date: 6/16/2026**

Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Julie Mendoza	X				X	
Ben Pace	X					
Esther Garcia	X					X

iQ Academy California-Los Angeles (19 73452 0120600)

Status: Certified
Saved by: Krista Mount
Date: 5/18/2026 8:59 PM

2026–27 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca26assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Nick Stecken
Authorized Representative's Signature	
Authorized Representative's Title	Head of School
Authorized Representative's Signature Date	05/18/2026

*****Warning*****
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Nick Stecken
Authorized Representative's Title	Head of School
Authorized Representative's Signature Date	05/18/2026
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****
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2026–27 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/23/2025
Authorized Representative's Full Name	Krista Mount
Authorized Representative's Title	Director of Categorical Programs

*****Warning*****

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2026–27 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

APPROVED

TO: IQ ACADEMY CALIFORNIA - LOS ANGELES GOVERNING BOARD

BOARD REPORT #03

VIA: IQ ACADEMY STAFF
June 16, 2026

SUBJECT: Fiscal Year 2026-27 Preliminary Budget

PROPOSAL:
It is proposed that the Governing Board of IQ Academy California - Los Angeles approve the "Adopted Budget."

BACKGROUND:
This report has been prepared using Fiscal Crisis and Management Assistance Team's (FCMAT's) Local Control Funding Formula (LCFF) calculator, which is based on the Governor's 2026-27 May Revision.

The preliminary budget for the 2026-27 fiscal year is based on an estimated P2 ADA of 2,447 students, which is expected to generate $43,716,054 in funding. The current budget anticipates a deficit of $4,531,272, which K12 Inc. has agreed, under the terms of the Educational, Products, and Services Agreement, to issue invoice credits, to be applied to K12 Invoices, so that IQ Academy California - Los Angeles' revenues meet all expenses with no deficit. As a result, the audited financials for the year will show a balanced budget.

BUDGET IMPLICATIONS:
The forecasted revenue is $43,716,054. The school will experience a balanced budget for the 2026-27 school year.

RECOMMENDATIONS:
It is recommended that the Governing Board:

1. Approve the Adopted Budget for the 2026-27 school year on behalf of IQ Academy California - Los Angeles

2. Authorize the Head of School to make budget adjustments periodically to include unanticipated income or unexpected costs that may arise.

RESPECTFULLY SUBMITTED
Nicholas Stecken
Head of School

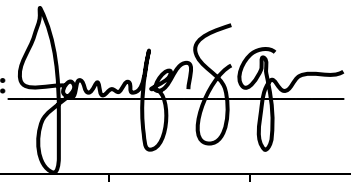
PREPARED BY:

Nicholas Stecken	Francis “Paco” Burke
Head of School	Chief Business Official

PRESENTED BY:

Nicholas Stecken	Francis “Paco” Burke
Head of School	Chief Business Official

Ayes: 3 No: 0 Abstain: 0

Approved: Yes **Witnessed:**  **Date: 6/16/2026**

Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Julie Mendoza	X					X
Ben Pace	X				X	
Esther Garcia	X					

iQ Academy California Los Angeles

Board Presentation

Fiscal Year 2026-27

Preliminary Budget

iQ Academy California Los Angeles

Summary of Changes from Fiscal Year 2025-26 Estimated Actuals

Category	Current	Incr (Decr)	Reason
ADA	2,447	327	15% increase compared to Fiscal Year 2025-26 Estimated Actuals
LCFF Revenue	$ 38,313,134	$ 6,584,724	Increase primarily due to an increase in estimated P2 ADA
Restricted Revenue	$ 5,368,444	$ (127,911)	Decrease primarily due to expiration of one-time state restricted funds - Educator Effectiveness, Arts Music Instr Materials Block Grant, and A-G Grants. All of which partially offset by an enrollment driven increase in SpEd & MH funding.
Expenses	$ 43,716,054	$ 6,422,337	Primarily due to an increase in school's enrollment driven certificated personnel hiring placeholders to support LCAP initiative to reduce classroom ratios, the addition of hiring placeholders for an AI Engineer, scaling of certificated & classified support positions, an estimated increase in SpEd contracted services, an enrollment driven increase in student driven materials and services, and a revenue driven increase in K12 support services and technology fees

Fiscal Year 2026-27 Preliminary Budget Highlights

SB740	53.57%	Certificated salaries and benefits, as a percent of revenue, is 13.6% higher than required
	93.00%	Instruction and instruction-related services, as a percent of revenue, is 13.0% higher than required
K12 Invoice Credits	$ (4,531,272)	Amount of credits issued by K12 for Fiscal Year 2026-27, which guarantee the school does not end the year with a deficit

iQ Academy California Los Angeles

Fiscal Year 2026-27

Preliminary Budget Comparison

Description	Object Code	2025-26 Adopted Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2025-26 Estimated Actuals	2026-27 Preliminary Budget	vs. Estimated Actuals Increase (Decrease) $ Difference	% Change	
P2 ADA		2,135	2,181	2,124	2,119	2,447	327	15.44%	a
A. REVENUES									
1. LCFF/Revenue Limit Sources	8010-8099	$ 31,802,505	$ 32,715,584	$ 31,873,815	$ 31,728,410	$ 38,313,134	$ 6,584,724	20.75%	b
2. Federal Revenues	8100-8299	884,316	996,705	1,006,780	1,019,870	1,167,060	147,190	14.43%	c
3. Other State Revenues	8300-8599	3,578,049	3,738,434	3,614,135	4,476,485	4,201,384	(275,101)	-6.15%	d
4. Other Local Revenues	8600-8799	68,951	68,951	68,951	68,951	34,475	(34,475)	-50.00%	e
5. TOTAL REVENUES		**$ 36,333,821**	**$ 37,519,674**	**$ 36,563,682**	**$ 37,293,716**	**$ 43,716,054**	**$ 6,422,337**	**17.22%**	
B. EXPENDITURES									
1. Certficated Salaries	1000-1999	$ 12,179,852	$ 12,280,631	$ 12,270,593	$ 11,972,681	$ 13,905,664	$ 1,932,983	16.14%	f
2. Non-certificated Salaries	2000-2999	2,832,417	2,616,943	2,386,060	2,092,845	2,728,503	635,658	30.37%	g
3. Employee Benefits	3000-3999	4,975,479	5,074,644	4,955,434	4,954,009	5,862,841	908,832	18.35%	h
4. Books and Supplies	4000-4999	5,971,351	6,388,911	5,062,023	6,225,709	6,760,841	535,132	8.60%	i
5. Services and Other Operating Expenditures	5000-5999	10,322,352	11,106,174	11,837,202	11,996,102	14,405,834	2,409,732	20.09%	j
6. Capital Outlay	6000-6999	52,371	52,371	52,371	52,371	52,371	-	0.00%	k
7. Other Outgo	7100-7499	-	-	-	-	-	-		
8. TOTAL EXPENDITURES		**$ 36,333,821**	**$ 37,519,674**	**$ 36,563,682**	**$ 37,293,716**	**$ 43,716,054**	**$ 6,422,337**	**17.22%**	
C. EXCESS (DEFICIENCY) OF REVENUE OVER EXPEND. BEFORE OTHER FINANCING SOURCES		-	-	-	-	-	-		
D. OTHER FINANCING SOURCES/USES		-	-	-	-	-	-		
E. NET INCREASE (DECREASE) IN FUND BALANCE		-	-	-	-	-	-		

EXPLANATION OF VARIANCES:

- a 15% increase compared to Fiscal Year 2025-26 Estimated Actuals
- b Increase primarily due to an increase in estimated P2 ADA
- c Primarily due to an increase in planned Title expenditures
- d Decrease primarily due to expiration of one-time state restricted funds. All of which partially offset by an enrollment driven increase in SpEd & MH funding.
- e Estimated decrease in interest income
- f Primarily due to increase in school's enrollment driven certificated personnel hiring placeholders to support LCAP initiative to reduce classroom ratios
- g Primarily due to increase to classified hourly pay scale, cost annualization of classified personnel hired mid-year FY26, and hiring placeholder AI Engineer FTE
- h Primarily due to an estimated increase in employer portion of health benefits compared to FY26 Estimated Actuals
- i Primarily due to an enrollment driven increase in student instructional materials and services
- j Primarily due to a revenue driven increase in K12 support services and technology fees, and an increase in estimated SpEd contracted services expenditures
- k No change from Fiscal Year 2025-26 Estimated Actuals

iQ Academy California -

Los Angeles

Fiscal Year 2026-27
Preliminary Budget

Senate Bill 740 Instructional Cost			
Certificated Salaries and Benefits	**Object Code**		**Total**
Certificated Teacher Salaries	1100	$	12,180,591
Cert. Supervisors' and Admin. Salaries	1300	$	1,720,073
Additional Certificated Personnel Pay	1900	$	5,000
Certificated Employee Benefits	3000-3999	$	4,760,648
Special Ed. - Certificated Contract Services (Certificated Portion - 80%)	5100	$	4,752,814
Certificated Staff Cost		**$**	**23,419,126**
Non-Certificated Support Salaries	2200	$	2,728,503
Non-Certificated Employee Benefits	3000-3999	$	1,102,193
Approved Textbooks and Core Curricula Materials	4100	$	6,506,194
Materials and Supplies	4300	$	254,647
Special Ed. - Certificated Contract Services (Non-certificated portion - 20%)	5100	$	1,188,204
Travel and Conferences	5200	$	187,815
Inst. Computers/Printers/Leasing	5600	$	1,815,428
Contract - Student Instructional Technology (7%)	5800	$	2,894,592
Other Instructional and Operating Expenditures	5800	$	73,171
ISP Services/Telephone	5900	$	484,478
Instruction & Instruction-Related Costs		**$**	**17,235,225**
Total Instructional Cost		**$**	**40,654,351**

SB 740 Requirement	Expenditures	Federal & State Revenues	% Spent (Expenditures / Revenues)
A. Certificated Teachers' Salaries and Benefits	$ 23,419,126	$ 43,716,054	53.57%
B. Total Instructional Costs	$ 40,654,351	$ 43,716,054	93.00%
C. PTR (Pupil-Teacher Ratio)	**18.70**	**: 1**	

Note:

In order to qualify for a 100% funding recommendation from ACCS, iQ Academy California Los Angeles needs to meet the following criteria:

1) Line A. must equal or exceed 40 percent,
2) Line B. must equal or exceed 80 percent, AND
3) Line C. PTR (Pupil-Teacher Ratio) cannot exceed of 25:1

K12 Invoice Credit Methodology

In the school's agreement with K12, Inc., K12, Inc. issues invoice credits, to be applied to K12 invoices, within the school year so that the school's revenues meets all operating expenses with no deficit. As a result, the audited financials for fiscal year 2026-27 will show a balanced budget.

K12 Charges	Original Invoice	Invoice Credits	Revised Invoice
Support Services Fees (13%)	$ 5,678,605	$ (4,531,272)	$ 1,147,333
Technology Fees (7%)	$ 2,894,592	$ -	$ 2,894,592
OLS - Curriculum & Development	$ 4,879,705	$ -	$ 4,879,705
Instruction Materials	$ 1,342,263	$ -	$ 1,342,263
Inst. Computers/Printers/Leasing	$ 1,649,592	$ -	$ 1,649,592
Total Net K12, Inc.-Related Expenditures	**$ 16,444,757**	**$ (4,531,272)**	**$ 11,913,485**

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2026-27 ADOPTED BUDGET

Charter School Name:	**iQ Academy California-**
(continued)	**Los Angeles**
CDS #:	**19-73452-0120600**
Charter Approving Entity:	**Rowland Unified School District**
County:	**Los Angeles**
Charter #:	**1135**
Fiscal Year:	**2026-27**

To the entity that approved the charter school:

(___) 2026-27 CHARTER SCHOOL ADOPTED BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: June 16, 2026
Charter School Official
(Original signature required)

Print Name: Nicholas Stecken Title: Head of School

To the County Superintendent of Schools:

(___) 2026-27 CHARTER SCHOOL ADOPTED BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Print Name: _____ Title: _____

For additional information on the Adopted Budget, please contact:

For Approving Entity:	For Charter School:
Corrie Duran	Francis "Paco" Burke
Name	Name
Director of Fiscal Services	Chief Business Official
Title	Title
626.854.8321	805.232.4142
Phone	Phone
corrieduran@rowlandschools.org	fburke@caliva.org
E-mail	E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

_____ _____
County Representative Date

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2026-27 ADOPTED BUDGET - SUMMARY

Charter School Name: iQ Academy California-
(continued) Los Angeles
CDS #: 19-73452-0120600
Charter Approving Entity: Rowland Unified School District
County: Los Angeles
Charter #: 1135
Fiscal Year: 2026-27

Description	Object Code	2025-26 Estimated Actuals (X)	2026-27 Adopted Budget (Z)	Estimated Actuals vs. Adopted Budget Increase (Decrease) $ Difference (Z) vs. (X)	Estimated Actuals vs. Adopted Budget Increase (Decrease) % Change (Z) vs. (X)
A. REVENUES					
1. LCFF/Revenue Limit Sources	8010-8099	31,728,410	38,313,134	6,584,724	20.75%
2. Federal Revenues	8100-8299	1,019,870	1,167,060	147,190	14.43%
3. Other State Revenues	8300-8599	4,476,485	4,201,384	-275,101	-6.15%
4. Other Local Revenues	8600-8799	68,951	34,475	-34,475	-50.00%
5. TOTAL REVENUES		37,293,716	43,716,054	6,422,337	17.22%
B. EXPENDITURES					
1. Certificated Salaries	1000-1999	11,972,681	13,905,664	1,932,983	16.14%
2. Non-certificated Salaries	2000-2999	2,092,845	2,728,503	635,658	30.37%
3. Employee Benefits	3000-3999	4,954,009	5,862,841	908,832	18.35%
4. Books and Supplies	4000-4999	6,225,709	6,760,841	535,132	8.60%
5. Services and Other Operating Expenditures	5000-5999	11,996,102	14,405,834	2,409,732	20.09%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)	6000-6999	52,371	52,371	0	0.00%
7. Other Outgo	7100-7499	0	0	0	
8. TOTAL EXPENDITURES		37,293,716	43,716,054	6,422,337	17.22%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		0	0	0	
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979	0	0	0	
2. Less: Other Uses	7630-7699	0	0	0	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0	
4. TOTAL OTHER FINANCING SOURCES / USES		0	0	0	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		0	0	0	
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	0	0	0	0.00%
b. Adjustments to Beginning Balance	9793, 9795	0	0	0	
c. Adjusted Beginning Balance		0	0		
2. Ending Fund Balance, June 30 (E + F.1.c.)		0	0		
Components of Ending Fund Balance :					
a. Nonspendable					
Revolving Cash (equals object 9130)	9711	-	-	-	
Stores (equals object 9320)	9712	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	
All Others	9719	-	-	-	
b. Restricted	9740	-	-	-	
c Committed					
Stabilization Arrangements	9750	-	-	-	
Other Commitments	9760	-	-	-	
d Assigned					
Other Assignments	9780	-	-	-	
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	-	-	-	
Unassigned/Unappropriated Amount	9790	-	-	-	

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2026-27 Adopted Budget Report - Detail

Charter School Name: iQ Academy California-
(continued) Los Angeles
CDS #: 19-73452-0120600
Charter Approving Entity: Rowland Unified School District
County: Los Angeles
Charter #: 1135
Fiscal Year: 2026-27

This charter school uses the following basis of accounting:

[X] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2025-26 Estimated Actuals			2026-27 Adopted Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES							
1. LCFF/Revenue Limit Sources							
State Aid - Current Year	8011	20,982,419	-	20,982,419	26,467,289	-	26,467,289
Education Protection Account State Aid - Current Year	8012	5,865,546	-	5,865,546	6,965,400	-	6,965,400
Charter Schools Gen. Purpose Entitlement - State Aid	8015	-	-	-	-	-	-
State Aid - Prior Years	8019	-	-	-	-	-	-
Tax Relief Subventions	8020-8039	-	-	-	-	-	-
County and District Taxes	8040-8079	-	-	-	-	-	-
Miscellaneous Funds	8080-8089	-	-	-	-	-	-
LCFF/Revenue Limit Transfers:							
PERS Reduction Transfer	8092	-	-	-	-	-	-
Charter Schools Funding in lieu of Property Taxes	8096	4,880,445	-	4,880,445	4,880,445	-	4,880,445
Other LCFF/Revenue Limit Transfers	8091, 8097	-	-	-	-	-	-
Total, LCFF/Revenue Limit Sources		31,728,410	-	31,728,410	38,313,134	-	38,313,134
2. Federal Revenues							
No Child Left Behind	8290	-	536,302	536,302	-	678,776	678,776
Special Education - Federal	8181, 8182	-	483,568	483,568	-	488,284	488,284
Child Nutrition - Federal	8220	-	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	-	-	-	-	-
Total, Federal Revenues		-	1,019,870	1,019,870	-	1,167,060	1,167,060
3. Other State Revenues							
Special Education - State	StateRevSE	-	2,212,467	2,212,467	-	2,753,537	2,753,537
All Other State Revenues	StateRevAO	482,286	1,781,732	2,264,018	532,885	914,963	1,447,848
Total, Other State Revenues		482,286	3,994,199	4,476,485	532,885	3,668,500	4,201,384
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	68,951	-	68,951	34,475	-	34,475
Total, Local Revenues		68,951	-	68,951	34,475	-	34,475
5. TOTAL REVENUES		32,279,647	5,014,070	37,293,716	38,880,494	4,835,560	43,716,054
B. EXPENDITURES							
1. Certificated Salaries							
Certificated Teachers' Salaries	1100	9,301,419	1,543,357	10,844,776	10,711,801	1,468,790	12,180,591
Certificated Pupil Support Salaries	1200	-	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	1,061,558	66,347	1,127,906	1,651,270	68,803	1,720,073
Other Certificated Salaries	1900	-	-	-	4,447	553	5,000
Total, Certificated Salaries		10,362,977	1,609,704	11,972,681	12,367,518	1,538,146	13,905,664
2. Non-certificated Salaries							
Non-certificated Instructional Aides' Salaries	2100	-	-	-	-	-	-
Non-certificated Support Salaries	2200	1,788,153	304,692	2,092,845	2,331,267	397,236	2,728,503
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	-	-
Clerical and Office Salaries	2400	-	-	-	-	-	-
Other Non-certificated Salaries	2900	-	-	-	-	-	-
Total, Non-certificated Salaries		1,788,153	304,692	2,092,845	2,331,267	397,236	2,728,503
3. Employee Benefits							
STRS	3101-3102	2,080,908	289,577	2,370,486	2,362,196	293,786	2,655,982
PERS	3201-3202	471,099	80,273	551,372	615,454	104,870	720,325
OASDI / Medicare / Alternative	3301-3302	400,292	57,441	457,732	473,727	67,978	541,705
Health and Welfare Benefits	3401-3402	1,230,077	235,836	1,465,912	1,650,306	166,111	1,816,417
Unemployment Insurance	3501-3502	-	-	-	-	-	-
Workers' Compensation Insurance	3601-3602	95,190	13,317	108,506	112,652	15,760	128,412
OPEB, Allocated	3701-3702	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-	-
PERS Reduction (for revenue limit funded schools)	3801-3802	-	-	-	-	-	-
Other Employee Benefits	3901-3902	-	-	-	-	-	-
Total, Employee Benefits		4,277,565	676,443	4,954,009	5,214,335	648,506	5,862,841
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	5,709,010	26,710	5,735,719	6,475,897	30,297	6,506,194
Books and Other Reference Materials	4200	-	-	-	-	-	-
Materials and Supplies	4300	489,989	-	489,989	254,647	-	254,647
Noncapitalized Equipment	4400	-	-	-	-	-	-
Food	4700	-	-	-	-	-	-
Total, Books and Supplies		6,198,999	26,710	6,225,709	6,730,544	30,297	6,760,841

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2026-27 Adopted Budget Report - Detail

Charter School Name: iQ Academy California-
(continued) Los Angeles
CDS #: 19-73452-0120600
Charter Approving Entity: Rowland Unified School District
County: Los Angeles
Charter #: 1135
Fiscal Year: 2026-27

This charter school uses the following basis of accounting:

[X] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2025-26 Estimated Actuals			2026-27 Adopted Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures							
Subagreements for Services	5100	375	5,245,355	5,245,730	425	5,940,593	5,941,018
Travel and Conferences	5200	47,606	120,487	168,093	53,191	134,624	187,815
Dues and Memberships	5300	113,108	6,412	119,520	47,584	2,698	50,281
Insurance	5400	135,000	-	135,000	162,000	-	162,000
Operations and Housekeeping Services	5500	7,781	-	7,781	6,582	-	6,582
Rentals, Leases, Repairs, and Noncap. Improvements	5600	1,623,128	-	1,623,128	1,815,428	-	1,815,428
Transfers of Direct Costs	5700	-	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	4,260,294	67,457	4,327,751	5,668,478	89,755	5,758,232
Communications	5900	363,932	5,166	369,099	477,697	6,781	484,478
Total, Services and Other Operating Expenditures		6,551,224	5,444,878	11,996,102	8,231,384	6,174,450	14,405,834
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)							
Land and Land Improvements	6100-6170	-	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-	-
Equipment	6400	-	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-	-
Depreciation Expense (for accrual basis only)	*6900*	52,371	-	52,371	52,371	-	52,371
Total, Capital Outlay		52,371	-	52,371	52,371	-	52,371
7. Other Outgo							
Tuition to Other Schools	7110-7143			-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213			-			-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			-			-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			-			-
All Other Transfers	7281-7299			-			-
Debt Service:							
Interest	7438			-			-
Principal (for modified accrual basis only)	7439			-			-
Total, Other Outgo		-	-	-	-	-	-
8. TOTAL EXPENDITURES		29,231,289	8,062,428	37,293,716	34,927,419	8,788,635	43,716,054
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		3,048,358	(3,048,358)	(0)	3,953,076	(3,953,076)	0
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979	-	-	-	-	-	-
2. Less: Other Uses	7630-7699	-	-	-	-	-	-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(3,048,358)	3,048,358	-	(3,953,076)	3,953,076	-
4. TOTAL OTHER FINANCING SOURCES / USES		(3,048,358)	3,048,358	-	(3,953,076)	3,953,076	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(0)	-	(0)	0	-	0
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	(0)	-	(0)	(0)	-	(0)
b. Adjustments to Beginning Balance	9793, 9795	-	-	-	-	-	-
c. Adjusted Beginning Balance		(0)	-	(0)	(0)	-	(0)
2. Ending Fund Balance, June 30 (E + F.1.c.)		(0)	-	(0)	0	-	0
Components of Ending Fund Balance :							
a. Nonspendable							
Revolving Cash (equals object 9130)	9711	-	-	-	-	-	-
Stores (equals object 9320)	9712	-	-	-	-	-	-
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	-	-
All Others	9719	-	-	-	-	-	-
b Restricted	9740	-	-	-	-	-	-
c. Committed							
Stabilization Arrangements	9750	-	-	-	-	-	-
Other Commitments	9760	-	-	-	-	-	-
d. Assigned							
Other Assignments	9780	-	-	-	-	-	-
e Unassigned/Unappropriated							
Reserve for Economic Uncertainities	9789	-	-	-	-	-	-
Unassigned/Unappropriated Amount	9790	(0)	-	(0)	0	-	0

iQ Academy California -

Los Angeles

Fiscal Year 2026-27
Preliminary Budget

Multi-Year Projection Assumptions			
Factor	**FY 2026-27 (Y1)**	**FY 2027-28 (Y2)**	**FY 2028-29 (Y3)**
Estimated Enrollment	2,423	2,447	2,472
Estimated # Unduplicated Pupils	1,876	1,895	1,914
Estimated P2 ADA	2,447	2,471	2,496
LCFF Entitlement per ADA	$ 15,659	$ 16,146	$ 16,646
Average Daily Attendance Growth Rate [1]	15.4%	1.0%	1.0%
Net State SpEd Funding Rate per ADA	$ 1,041	$ 1,041	$ 1,041
State Mental Health Funding Rate per ADA	$ 85	$ 86	$ 86
Estimated Special Education Growth Rate	15.4%	1.0%	1.0%
California Consumer Price Index (CA CPI)	3.08%	2.75%	2.68%
Statutory Cost-of-Living Allowance (COLA)	4.31%	3.30%	3.09%
Base Grant Proration Factor	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%
Effective Incr (Decr) Local Control Funding Formula (LCFF) Funding Rate per ADA [2]	4.60%	3.11%	3.09%
Estimated Certificated FTEs	166.0	167.7	169.3
% Increase (Decrease) Certificated FTEs	16.68%	1.00%	1.00%
% Increase Certificated Salaries per FTE	16.14%	2.99%	2.90%
Salaries (Min Wage Schedule)	2.42%	2.96%	2.87%
CalSTRS Employer Rate (statutory)	19.10%	19.10%	19.10%
Estimated Certificated FTEs	41.3	41.3	41.3
% Increase (Decrease) Classified FTEs	2.95%	0.00%	1.00%
% Increase Classified Salaries per FTE	30.37%	2.75%	2.68%
CalPERS Employer Rate (statutory)	26.40%	26.90%	26.10%
Other State Revenues: Lottery	$ 647,048	$ 664,841	$ 682,659
Other State Revenues: Mandated Block Grant	$ 82,343	$ 85,061	$ 87,689
Other State Revenues: A-G Completion	$ -	$ -	$ -
Other State Revenues:Prop 28: AMS	$ 217,690	$ 224,874	$ 231,822
Other State Revenues: Student Support PD Block Grant	$ 126,267	$ 130,434	$ 134,464
Other State Revenues: Educator Effectiveness	$ -	$ -	$ -
Other State Revenues: Learning Recovery Emergency Block Grant	$ 365,550	$ 377,613	$ 389,281
Other State Revenues: Literacy Screening PD	$ 8,950	$ 9,245	$ 9,531
Other Federal Revenues:	$ -	$ -	$ -

[1] FY 2026-27 growth rate based on FY 2025-26 P2 ADA

[2] Based on FCMAT Local Control Funding Formula calculator (includes COLA & Grade Span Adjustments).

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
2026-27 Adopted Budget

Charter School Name: iQ Academy California-
(continued) Los Angeles
CDS #: 19-73452-0120600
Charter Approving Entity: Rowland Unified School District
County: Los Angeles
Charter #: 1135
Fiscal Year: 2026-27

This charter school uses the following basis of accounting:

[X] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2026-27 Unrestricted	FY 2026-27 Restricted	FY 2026-27 Total	2027-28 Projections	2028-29 Projections
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	26,467,289	0	26,467,289	27,752,306	29,098,081
Education Protection Account State Aid - Current Year	8012	6,965,400	0	6,965,400	7,267,211	7,566,684
Charter Schools Gen. Purpose Entitlement - State Aid	8015	0	0	0	0	0
State Aid - Prior Years	8019	0	0	0	0	0
Tax Relief Subventions	8020-8039	0	0	0	0	0
County and District Taxes	8040-8079	0	0	0	0	0
Miscellaneous Funds	8080-8089	0	0	0	0	0
LCFF/Revenue Limit Transfers:						
PERS Reduction Transfer	8092	0	0	0	0	0
Charter Schools Funding in lieu of Property Taxes	8096	4,880,445	0	4,880,445	4,880,445	4,880,445
Other LCFF/Revenue Limit Transfers	8091, 8097	0	0	0	0	0
Total, LCFF/Revenue Limit Sources		38,313,134	0	38,313,134	39,899,962	41,545,210
2. Federal Revenues						
No Child Left Behind	8290	0	678,776	678,776	697,442	716,134
Special Education - Federal	8181, 8182	0	488,284	488,284	493,167	498,099
Child Nutrition - Federal	8220	0	0	0	0	0
Other Federal Revenues	8110, 8260-8299	0	0	0	0	0
Total, Federal Revenues		0	1,167,060	1,167,060	1,190,609	1,214,232
3. Other State Revenues						
Special Education - State	StateRevSE	0	2,753,537	2,753,537	2,781,072	2,808,883
All Other State Revenues	StateRevAO	532,885	914,963	1,447,848	1,492,068	1,535,447
Total, Other State Revenues		532,885	3,668,500	4,201,384	4,273,140	4,344,330
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	34,475	0	34,475	0	0
Total, Local Revenues		34,475	0	34,475	0	0
5. TOTAL REVENUES		38,880,494	4,835,560	43,716,054	45,363,711	47,103,772
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	10,711,801	1,468,790	12,180,591	12,687,670	13,204,383
Certificated Pupil Support Salaries	1200	0	0	0	0	0
Certificated Supervisors' and Administrators' Salaries	1300	1,651,270	68,803	1,720,073	1,767,375	1,814,741
Other Certificated Salaries	1900	4,447	553	5,000	5,138	5,275
Total, Certificated Salaries		12,367,518	1,538,146	13,905,664	14,460,183	15,024,400
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	0	0	0	0	0
Non-certificated Support Salaries	2200	2,331,267	397,236	2,728,503	2,803,537	2,878,672
Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0	0	0
Clerical and Office Salaries	2400	0	0	0	0	0
Other Non-certificated Salaries	2900	0	0	0	0	0
Total, Non-certificated Salaries		2,331,267	397,236	2,728,503	2,803,537	2,878,672
3. Employee Benefits						
STRS	3101-3102	2,362,196	293,786	2,655,982	2,761,895	2,869,660
PERS	3201-3202	615,454	104,870	720,325	754,151	751,333
OASDI / Medicare / Alternative	3301-3302	473,727	67,978	541,705	548,766	573,934
Health and Welfare Benefits	3401-3402	1,650,306	166,111	1,816,417	1,744,361	1,880,668
Unemployment Insurance	3501-3502	0	0	0	0	0
Workers' Compensation Insurance	3601-3602	112,652	15,760	128,412	130,086	136,052
OPEB, Allocated	3701-3702	0	0	0	0	0
OPEB, Active Employees	3751-3752	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0
Other Employee Benefits	3901-3902	0	0	0	0	0
Total, Employee Benefits		5,214,335	648,506	5,862,841	5,939,259	6,211,648

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
2026-27 Adopted Budget

Charter School Name: iQ Academy California-
(continued) Los Angeles
CDS #: 19-73452-0120600
Charter Approving Entity: Rowland Unified School District
County: Los Angeles
Charter #: 1135
Fiscal Year: 2026-27

This charter school uses the following basis of accounting:

[X] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2026-27 Unrestricted	FY 2026-27 Restricted	FY 2026-27 Total	2027-28 Projections	2028-29 Projections
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	6,475,897	30,297	6,506,194	6,719,661	6,926,350
Books and Other Reference Materials	4200	0	0	0	0	0
Materials and Supplies	4300	254,647	0	254,647	261,650	268,662
Noncapitalized Equipment	4400	0	0	0	0	0
Food	4700	0	0	0	0	0
Total, Books and Supplies		6,730,544	30,297	6,760,841	6,981,310	7,195,012
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	425	5,940,593	5,941,018	6,104,396	6,267,994
Travel and Conferences	5200	53,191	134,624	187,815	192,980	198,152
Dues and Memberships	5300	47,584	2,698	50,281	17,927	18,408
Insurance	5400	162,000	0	162,000	166,455	170,916
Operations and Housekeeping Services	5500	6,582	0	6,582	6,763	6,945
Rentals, Leases, Repairs, and Noncap. Improvements	5600	1,815,428	0	1,815,428	1,874,425	1,931,646
Transfers of Direct Costs	5700	0	0	0	0	0
Professional/Consulting Services and Operating Expend.	5800	5,668,478	89,755	5,758,232	6,264,864	6,633,586
Communications	5900	477,697	6,781	484,478	497,801	511,142
Total, Services and Other Operating Expenditures		8,231,384	6,174,450	14,405,834	15,125,611	15,738,788
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Land and Land Improvements	6100-6170	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0
Equipment	6400	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0
Depreciation Expense (for accrual basis only)	*6900*	52,371	0	52,371	53,811	55,253
Total, Capital Outlay		52,371	0	52,371	53,811	55,253
7. Other Outgo						
Tuition to Other Schools	7110-7143	0	0	0	0	0
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0
All Other Transfers	7280-7299	0	0	0	0	0
Debt Service:						
Interest	7438	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0
8. TOTAL EXPENDITURES		34,927,419	8,788,635	43,716,054	45,363,711	47,103,772
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		3,953,076	(3,953,076)	0	0	0
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0	0	0		
2. Less: Other Uses	7630-7699	0	0	0		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(3,953,076)	3,953,076	0		
4. TOTAL OTHER FINANCING SOURCES / USES		(3,953,076)	3,953,076	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		0	0	0	0	0

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
2026-27 Adopted Budget

Charter School Name: iQ Academy California-
(continued) Los Angeles
CDS #: 19-73452-0120600
Charter Approving Entity: Rowland Unified School District
County: Los Angeles
Charter #: 1135
Fiscal Year: 2026-27

This charter school uses the following basis of accounting:

[X] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2026-27 Unrestricted	FY 2026-27 Restricted	FY 2026-27 Total	2027-28 Projections	2028-29 Projections
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	(0)	0	(0)	0	0
b. Adjustments to Beginning Balance	9793, 9795	0	0	0		
c. Adjusted Beginning Balance		(0)	0	(0)	0	0
2. Ending Fund Balance, June 30 (E + F.1.c.)		0	0	0	0	0
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0	0	0	0	0
Stores (equals object 9320)	9712	0	0	0	0	0
Prepaid Expenditures (equals object 9330)	9713	0	0	0	0	0
All Others	9719	0	0	0	0	0
b. Restricted	9740	0	0	0	0	0
c. Committed						
Stabilization Arrangements	9750	0	0	0	0	0
Other Commitments	9760	0	0	0	0	0
d Assigned						
Other Assignments	9780	0	0	0	0	0
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	0	0	0	0	0
Unassigned/Unappropriated Amount	9790	0	0	0	0	0

iQ Academy California Los Angeles

Fiscal Year 2026-27

Preliminary Budget

FY 2026-27 (Y1) Cash Flow Worksheet

		Forecast Cash Flow													
	Object	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total
A. BEGINNING CASH	9110	**4,018,155**	**3,275,306**	**2,288,054**	**2,012,705**	**3,186,941**	**2,619,828**	**2,344,479**	**3,518,716**	**2,951,602**	**2,676,253**	**3,850,490**	**3,283,376**		
B. RECEIPTS															
Local Control Funding Formula															
Property Tax	8096	0	439,240	439,240	439,240	439,240	439,240	439,240	439,240	439,240	439,240	439,240	488,045	0	4,880,445
Net State Aid	8011	0	2,382,056	2,382,056	2,382,056	2,382,056	2,382,056	2,382,056	2,382,056	2,382,056	2,382,056	2,382,056	2,646,729	0	26,467,289
EPA	8012	1,741,350	0	0	1,741,350	0	0	1,741,350	0	0	1,741,350	0	0	0	6,965,400
Other	8080-8099	0	0	0	0	0	0	0	0	0	0	0	0		0
Federal Revenues	8100-8299	0	0	291,765	0	0	291,765	0	0	291,765	0	0	291,765	0	1,167,060
Other State Revenues	8300-8599	0	0	420,138	420,138	420,138	420,138	420,138	420,138	420,138	420,138	420,138	420,138	0	4,201,384
Other Local Revenues	8600-8799	0	0	0	0	0	0	0	0	0	0	0	34,475	0	34,475
Interfund Transfers In	8910-8929	0	0	0	0	0	0	0	0	0	0	0	0		0
All Other Financing Sources	8931-8979	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Receipts/Non-Revenue		0	0	0	0	0	0	0	0	0	0	0	0		0
TOTAL RECEIPTS		**1,741,350**	**2,821,296**	**3,533,199**	**4,982,784**	**3,241,434**	**3,533,199**	**4,982,784**	**3,241,434**	**3,533,199**	**4,982,784**	**3,241,434**	**3,881,152**	**0**	**43,716,054**
C. DISBURSEMENTS															
Certificated Salaries	1000-1999	0	1,324,349	1,324,349	1,324,349	1,324,349	1,324,349	1,324,349	1,324,349	1,324,349	1,324,349	1,324,349	662,174	0	13,905,664
Classified Salaries	2000-2999	227,375	227,375	227,375	227,375	227,375	227,375	227,375	227,375	227,375	227,375	227,375	227,375		2,728,503
Employee Benefits	3000-3999	488,570	488,570	488,570	488,570	488,570	488,570	488,570	488,570	488,570	488,570	488,570	488,570	0	5,862,841
Supplies and Services	4000-5999	1,763,890	1,763,890	1,763,890	1,763,890	1,763,890	1,763,890	1,763,890	1,763,890	1,763,890	1,763,890	1,763,890	1,763,890	0	21,166,675
Capital Outlays	6000-6599	4,364	4,364	4,364	4,364	4,364	4,364	4,364	4,364	4,364	4,364	4,364	4,364	0	52,371
Other Outgo	7000-7499	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interfund Transfers Out	7600-7629	0	0	0	0	0	0	0	0	0	0	0	0		0
All Other Financing Uses	7630-7699	0	0	0	0	0	0	0	0	0	0	0	0		0
Other Disbursements/non Expenditures		0	0	0	0	0	0	0	0	0	0	0	0		0
TOTAL DISBURSEMENTS		**2,484,199**	**3,808,548**	**3,808,548**	**3,808,548**	**3,808,548**	**3,808,548**	**3,808,548**	**3,808,548**	**3,808,548**	**3,808,548**	**3,808,548**	**3,146,374**	**0**	**43,716,054**
D. PRIOR YEAR TRANSACTIONS															
Accounts Receivable															0
Accounts Payable															0
TOTAL PRIOR YEAR TRANSACTIONS		**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
E. NET INCREASE/DECREASE (B - C + D)		**(742,849)**	**(987,252)**	**(275,349)**	**1,174,236**	**(567,114)**	**(275,349)**	**1,174,236**	**(567,114)**	**(275,349)**	**1,174,236**	**(567,114)**	**734,779**	**0**	**0**
F. ENDING CASH (A + E)		**3,275,306**	**2,288,054**	**2,012,705**	**3,186,941**	**2,619,828**	**2,344,479**	**3,518,716**	**2,951,602**	**2,676,253**	**3,850,490**	**3,283,376**	**4,018,155**		
G. ENDING CASH, PLUS ACCRUALS															**4,018,155**

iQ Academy California Los Angeles

Fiscal Year 2026-27

Preliminary Budget

FY 2027-28 (Y2) Cash Flow Worksheet

		Forecast Cash Flow													
	Object	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Accruals	Total
A. BEGINNING CASH	9110	**4,018,155**	**3,473,321**	**2,969,123**	**2,594,587**	**3,609,540**	**3,105,343**	**2,730,807**	**3,745,760**	**3,241,563**	**2,867,027**	**3,881,980**	**3,377,783**		
B. RECEIPTS															
Local Control Funding Formula															
Property Tax	8096	0	439,240	439,240	439,240	439,240	439,240	439,240	439,240	439,240	439,240	439,240	488,045	0	4,880,445
Net State Aid	8011	0	2,497,708	2,497,708	2,497,708	2,497,708	2,497,708	2,497,708	2,497,708	2,497,708	2,497,708	2,497,708	2,775,231	0	27,752,306
EPA	8012	1,816,803	0	0	1,816,803	0	0	1,816,803	0	0	1,816,803	0	0	0	7,267,211
Other	8080-8099	0	0	0	0	0	0	0	0	0	0	0	0		0
Federal Revenues	8100-8299	0	297,652	0	0	297,652	0	0	297,652	0	0	297,652	0	0	1,190,609
Other State Revenues	8300-8599	213,657	213,657	640,971	213,657	213,657	640,971	213,657	213,657	640,971	213,657	213,657	640,971	0	4,273,140
Other Local Revenues	8600-8799	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interfund Transfers In	8910-8929	0	0	0	0	0	0	0	0	0	0	0	0		0
All Other Financing Sources	8931-8979	0	0	0	0	0	0	0	0	0	0	0	0		0
Other Receipts/Non-Revenue		0	0	0	0	0	0	0	0	0	0	0	0		0
TOTAL RECEIPTS		**2,030,460**	**3,448,257**	**3,577,919**	**4,967,407**	**3,448,257**	**3,577,919**	**4,967,407**	**3,448,257**	**3,577,919**	**4,967,407**	**3,448,257**	**3,904,246**	**0**	**45,363,711**
C. DISBURSEMENTS															
Certificated Salaries	1000-1999	0	1,377,160	1,377,160	1,377,160	1,377,160	1,377,160	1,377,160	1,377,160	1,377,160	1,377,160	1,377,160	688,580	0	14,460,183
Classified Salaries	2000-2999	233,628	233,628	233,628	233,628	233,628	233,628	233,628	233,628	233,628	233,628	233,628	233,628	0	2,803,537
Employee Benefits	3000-3999	494,938	494,938	494,938	494,938	494,938	494,938	494,938	494,938	494,938	494,938	494,938	494,938	0	5,939,259
Supplies and Services	4000-5999	1,842,243	1,842,243	1,842,243	1,842,243	1,842,243	1,842,243	1,842,243	1,842,243	1,842,243	1,842,243	1,842,243	1,842,243	0	22,106,922
Capital Outlays	6000-6599	4,484	4,484	4,484	4,484	4,484	4,484	4,484	4,484	4,484	4,484	4,484	4,484	0	53,811
Other Outgo	7000-7499	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interfund Transfers Out	7600-7629	0	0	0	0	0	0	0	0	0	0	0	0		0
All Other Financing Uses	7630-7699	0	0	0	0	0	0	0	0	0	0	0	0		0
Other Disbursements/non Expenditures		0	0	0	0	0	0	0	0	0	0	0	0		0
TOTAL DISBURSEMENTS		**2,575,294**	**3,952,454**	**3,952,454**	**3,952,454**	**3,952,454**	**3,952,454**	**3,952,454**	**3,952,454**	**3,952,454**	**3,952,454**	**3,952,454**	**3,263,874**	**0**	**45,363,711**
D. PRIOR YEAR TRANSACTIONS															
Accounts Receivable															0
Accounts Payable															0
TOTAL PRIOR YEAR TRANSACTIONS		**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
E. NET INCREASE/DECREASE (B - C + D)		**(544,834)**	**(504,197)**	**(374,536)**	**1,014,953**	**(504,197)**	**(374,536)**	**1,014,953**	**(504,197)**	**(374,536)**	**1,014,953**	**(504,197)**	**640,372**	**0**	**(0)**
F. ENDING CASH (A + E)		**3,473,321**	**2,969,123**	**2,594,587**	**3,609,540**	**3,105,343**	**2,730,807**	**3,745,760**	**3,241,563**	**2,867,027**	**3,881,980**	**3,377,783**	**4,018,155**		
G. ENDING CASH, PLUS ACCRUALS															**4,018,155**

Certificated Salary Schedule 26-27 SY

Years of Service	General Ed. BA	General Ed. MA	Special Education BA	Special Education MA	Guidance Counselor	School Psychologist	Admin Level 1 General Education BA	Admin Level 1 General Education MA
1	$ 61,642	$ 63,471	$ 73,344	$ 75,434	$ 77,955	$ 101,553	$ 68,936	$ 70,936
2	$ 62,875	$ 64,740	$ 74,811	$ 76,942	$ 79,514	$ 104,092	$ 70,314	$ 72,314
3	$ 64,133	$ 66,035	$ 76,307	$ 78,481	$ 81,104	$ 106,694	$ 71,721	$ 73,721
4	$ 65,415	$ 67,356	$ 77,833	$ 80,051	$ 82,726	$ 109,362	$ 73,155	$ 75,155
5	$ 67,378	$ 69,376	$ 80,168	$ 82,452	$ 85,208	$ 112,096	$ 75,350	$ 77,350
6	$ 68,725	$ 70,764	$ 81,772	$ 84,101	$ 86,912	$ 114,898	$ 76,857	$ 78,857
7	$ 70,100	$ 72,179	$ 83,407	$ 85,783	$ 88,650	$ 117,771	$ 78,394	$ 80,394
8	$ 71,502	$ 73,623	$ 85,075	$ 87,499	$ 90,423	$ 120,715	$ 79,962	$ 81,962
9	$ 72,932	$ 75,095	$ 86,777	$ 89,249	$ 92,232	$ 123,733	$ 81,561	$ 83,561
10	$ 76,579	$ 78,850	$ 91,115	$ 93,711	$ 96,843	$ 126,826	$ 85,639	$ 87,639
11	$ 78,110	$ 80,427	$ 92,938	$ 95,586	$ 98,780	$ 129,997	$ 87,352	$ 89,352
12	$ 79,672	$ 82,035	$ 94,797	$ 97,497	$ 100,756	$ 133,247	$ 89,099	$ 91,099
13	$ 81,266	$ 83,676	$ 96,692	$ 99,447	$ 102,771	$ 136,578	$ 90,881	$ 92,881
14	$ 82,891	$ 85,350	$ 98,626	$ 101,436	$ 104,826	$ 139,992	$ 92,698	$ 94,698
15	$ 87,036	$ 89,617	$ 103,558	$ 106,508	$ 110,068	$ 143,492	$ 97,333	$ 99,333
16	$ 88,776	$ 91,410	$ 105,629	$ 108,638	$ 112,269	$ 147,079	$ 99,280	$ 101,280
17	$ 90,552	$ 93,238	$ 107,741	$ 110,811	$ 114,514	$ 150,756	$ 101,266	$ 103,266
18	$ 92,363	$ 95,102	$ 109,896	$ 113,027	$ 116,805	$ 154,525	$ 103,291	$ 105,291
19	$ 94,210	$ 97,005	$ 112,094	$ 115,288	$ 119,141	$ 158,388	$ 105,357	$ 107,357
20	$ 98,921	$ 101,855	$ 117,699	$ 121,052	$ 125,098	$ 162,348	$ 110,625	$ 112,625
21	$ 101,394	$ 104,401	$ 120,641	$ 124,078	$ 128,225	$ 166,407	$ 113,390	$ 115,440
22	$ 103,929	$ 107,011	$ 123,657	$ 127,180	$ 131,431	$ 170,567	$ 116,225	$ 118,326

Certificated Salary Schedule 26-27 SY

	Admin level 2				Admin Level 3				Admin Level 4	Admin Level 5
Years of Service	General Education BA	General Education MA	SPED BA	SPED MA	General Education BA	General Education MA	Program Specialists BA	Program Specialists MA	General Education	General Education
1	$ 75,829	$ 77,829	$ 80,655	$ 82,655	$ 83,412	$ 85,412	$ 88,720	$ 90,720	$ 93,953	$ 122,139
2	$ 77,346	$ 79,346	$ 82,268	$ 84,268	$ 85,080	$ 87,080	$ 90,495	$ 92,495	$ 95,832	$ 124,582
3	$ 78,893	$ 80,893	$ 83,913	$ 85,913	$ 86,782	$ 88,782	$ 92,305	$ 94,305	$ 97,749	$ 127,074
4	$ 80,471	$ 82,471	$ 85,591	$ 87,591	$ 88,518	$ 90,518	$ 94,151	$ 96,151	$ 99,704	$ 129,615
5	$ 82,885	$ 84,885	$ 88,159	$ 90,159	$ 91,173	$ 93,173	$ 96,975	$ 98,975	$ 102,695	$ 133,504
6	$ 84,542	$ 86,542	$ 89,922	$ 91,922	$ 92,997	$ 94,997	$ 98,915	$ 100,915	$ 104,749	$ 136,174
7	$ 86,233	$ 88,233	$ 91,721	$ 93,721	$ 94,857	$ 96,857	$ 100,893	$ 102,893	$ 106,844	$ 138,897
8	$ 87,958	$ 89,958	$ 93,555	$ 95,555	$ 96,754	$ 98,754	$ 102,911	$ 104,911	$ 108,981	$ 141,675
9	$ 89,717	$ 91,717	$ 95,426	$ 97,426	$ 98,689	$ 100,689	$ 104,969	$ 106,969	$ 111,161	$ 144,509
10	$ 94,203	$ 96,203	$ 100,198	$ 102,198	$ 103,623	$ 105,623	$ 110,217	$ 112,217	$ 116,719	$ 151,734
11	$ 96,087	$ 98,087	$ 102,202	$ 104,202	$ 105,696	$ 107,696	$ 112,422	$ 114,422	$ 119,053	$ 154,769
12	$ 98,009	$ 100,009	$ 104,246	$ 106,246	$ 107,810	$ 109,810	$ 114,670	$ 116,670	$ 121,434	$ 157,864
13	$ 99,969	$ 101,969	$ 106,331	$ 108,331	$ 109,966	$ 111,966	$ 116,964	$ 118,964	$ 123,863	$ 161,022
14	$ 101,968	$ 103,968	$ 108,457	$ 110,457	$ 112,165	$ 114,165	$ 119,303	$ 121,303	$ 126,340	$ 164,242
15	$ 107,067	$ 109,067	$ 113,880	$ 115,880	$ 117,773	$ 119,773	$ 125,268	$ 127,268	$ 132,657	$ 172,454
16	$ 109,208	$ 111,208	$ 116,158	$ 118,158	$ 120,129	$ 122,129	$ 127,773	$ 129,773	$ 135,310	$ 175,903
17	$ 111,392	$ 113,392	$ 118,481	$ 120,481	$ 122,531	$ 124,531	$ 130,329	$ 132,329	$ 138,016	$ 179,421
18	$ 113,620	$ 115,620	$ 120,850	$ 122,850	$ 124,982	$ 126,982	$ 132,935	$ 134,935	$ 140,777	$ 183,010
19	$ 115,892	$ 117,892	$ 123,267	$ 125,267	$ 127,482	$ 129,482	$ 135,594	$ 137,594	$ 143,592	$ 186,670
20	$ 121,687	$ 123,687	$ 129,431	$ 131,431	$ 133,856	$ 135,856	$ 142,374	$ 144,374	$ 150,772	$ 196,003
21	$ 124,729	$ 126,779	$ 132,667	$ 134,717	$ 137,202	$ 139,252	$ 145,933	$ 147,983	$ 154,541	$ 199,923
22	$ 127,847	$ 129,949	$ 135,983	$ 138,084	$ 140,632	$ 142,733	$ 149,582	$ 151,683	$ 158,405	$ 203,922

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

iQ Academy California-Los Angeles (120600) - FY27 Adopted Budget

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
General Assumptions						
COLA & Augmentation	8.22%	1.07%	2.30%	4.31%	3.30%	3.09%
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Student Assumptions:						
Enrollment Count	1,429	1,721	2,099	2,423	2,447	2,472
Unduplicated Pupil Count (UPC)	1,091	1,350	1,625	1,876	1,895	1,914
Unduplicated Pupil Percentage (UPP)	75.55%	76.93%	77.46%	77.70%	77.42%	77.42%
Current Year LCFF Average Daily Attendance (ADA)	1,406.74	1,896.11	2,119.45	2,446.66	2,471.12	2,495.83
Funded LCFF ADA	1,406.74	1,896.11	2,119.45	2,446.66	2,471.12	2,495.83
LCFF ADA Funding Method	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-
Funded NSS ADA	-	-	-	-	-	-
LCFF Entitlement Summary						
Base Grant	$15,053,371	$20,434,655	$23,475,411	$28,310,056	$29,536,833	$30,754,267
Grade Span Adjustment	564,908	761,350	802,242	964,316	1,005,543	1,047,497
Adjusted Base Grant	$15,618,279	$21,196,005	$24,277,653	$29,274,372	$30,542,376	$31,801,764
Supplemental Grant	2,359,922	3,261,216	3,761,094	4,549,237	4,729,181	4,924,185
Concentration Grant	2,086,212	3,021,384	3,544,294	4,319,433	4,450,940	4,634,471
Total Base, Supplemental and Concentration Grant	$20,064,413	$27,478,605	$31,583,041	$38,143,042	$39,722,497	$41,360,420
Allowance: Necessary Small School	-	-	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-	-	-
Add-on: Transitional Kindergarten	81,488	142,650	145,369	170,092	177,465	184,790
Total Allowance and Add-On Amounts	$81,488	$142,650	$145,369	$170,092	$177,465	$184,790
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	**$20,145,901**	**$27,621,255**	**$31,728,410**	**$38,313,134**	**$39,899,962**	**$41,545,210**
Miscellaneous Adjustments	-	-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	**$ 20,145,901**	**$ 27,621,255**	**$ 31,728,410**	**$ 38,313,134**	**$ 39,899,962**	**$ 41,545,210**
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 14,321	$ 14,567	$ 14,970	$ 15,659	$ 16,146	$ 16,646
Additional State Aid	-	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	20,145,901	27,621,255	31,728,410	38,313,134	39,899,962	41,545,210
LCFF Sources Summary						
Funding Source Summary						
Local Revenue and In-Lieu of Property Taxes *(net for school districts)*	*$ 3,442,954*	*$ 4,739,592*	*$ 4,880,445*	*$ 4,880,445*	*$ 4,880,445*	*$ 4,880,445*
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ 2,300,822	$ 7,188,683	$ 5,865,546	$ 6,965,400	$ 7,267,211	$ 7,566,684
Net State Aid *(excludes Additional State Aid)*	$ 14,402,125	$ 15,692,980	$ 20,982,419	$ 26,467,289	$ 27,752,306	$ 29,098,081
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	**$ 20,145,901**	**$ 27,621,255**	**$ 31,728,410**	**$ 38,313,134**	**$ 39,899,962**	**$ 41,545,210**
Funding Source by Resource-Object						
State Aid (Resource Code 0000, Object Code 8011)	$ 14,402,125	$ 15,692,980	$ 20,982,419	$ 26,467,289	$ 27,752,306	$ 29,098,081
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	$ 2,300,822	$ 7,188,683	$ 5,865,546	$ 6,965,400	$ 7,267,211	$ 7,566,684
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	$ 12,264	$ 14,965	$ 167,147	$ -	$ -	$ -
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -	$ -	$ -
% Change		0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
In-Lieu of Property Taxes (Object Code 8096)	3,442,954	4,739,592	4,880,445	4,880,445	4,880,445	4,880,445
Entitlement and Source Reconciliation						
Basic Aid/Excess Tax District Status	$ -	$ -	$ -	$ -	$ -	$ -
Total LCFF Entitlement	$ 20,145,901	$ 27,621,255	$ 31,728,410	$ 38,313,134	$ 39,899,962	$ 41,545,210
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	$ 20,145,901	$ 27,621,255	$ 31,728,410	$ 38,313,134	$ 39,899,962	$ 41,545,210
LCAP Percentage to Increase or Improve Services Calculation						
Base Grant (*Excludes add-ons for TIIG & Transportation)*	$ 15,699,767	$ 21,338,655	$ 24,423,022	$ 29,444,464	$ 30,719,841	$ 31,986,554
Supplemental and Concentration Grant funding in the LCAP year	$ 4,446,134	$ 6,282,600	$ 7,305,388	$ 8,868,670	$ 9,180,121	$ 9,558,656
Projected Additional 15% Concentration Grant funding in the LCAP year	$ 481,434	$ 697,243	$ 817,913	$ 996,792	$ 1,027,140	$ 1,069,493
Percentage to Increase or Improve Services	28.32%	29.44%	29.91%	30.12%	29.88%	29.88%

APPROVED

TO: IQ ACADEMY CALIFORNIA - LOS ANGELES GOVERNING BOARD

BOARD REPORT #04

VIA: IQ ACADEMY STAFF
June 16, 2026

SUBJECT: The ratification of disbursements made by IQ Academy California-Los Angeles from January 2026 through April 2026.

PROPOSAL:
It is proposed that the Governing Board of IQ Academy California-Los Angeles ratify the disbursements made by the school from January 2026 through April 2026.

BACKGROUND:
On a monthly basis, IQ Academy California-Los Angeles has been sending the board president a payment listing of all disbursements made each month, whether by check, or electronic payment processing, on behalf of the school. The monthly listing includes each payment date, reason for payment, account coding and amount. This board report presents the disbursements from January 2026 through April 2026.

BUDGET IMPLICATIONS:
The total disbursements for the months of January, February, March, and April 2026 were $3,382,555, $2,265,627, $2,860,444, and $6,073,800 respectively.

RECOMMENDATIONS:
It is recommended that the Governing Board ratify the disbursements made by IQ Academy California-Los Angeles from January 2026 through April 2026.

RESPECTFULLY SUBMITTED
Nicholas Stecken
Head of School

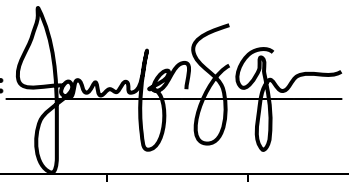
PREPARED BY:

Nicholas Stecken	Dustin Kepler
Head of School	Accounts Payable Specialist

PRESENTED BY:

Nicholas Stecken	Francis “Paco” Burke
Head of School	Chief Business Official

Ayes: 3 No: 0 Abstain: 0

Approved: Yes **Witnessed:**  **Date: 6/16/2026**

Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Julie Mendoza	X					
Ben Pace	X					X
Esther Garcia	X				X	

IQ Academy at Los Angeles
Board Disbursements A/P Payment History
January 01, 2026 - January 31, 2026

Vendor	Description	Total
ADP, Inc.	Payroll Services	1,685,780.57
Rowland Unified School District	3% Oversight Fees	823,273.32
LACOE Division of School Financial Srvcs	STRS Retirement	313,292.07
The Stepping Stones Group LLC	Special Education Contracted Services	72,140.00
Anchor Counseling & Education Solutions	Special Education Contracted Services	44,708.10
Beach Cities Learning, LLC	Special Education SAI Services	36,389.14
Rids Brother Company Inc	Transportation Services	33,543.00
School Pathways LLC	Annual Subscription	29,606.83
Behavior Education Consulting Center	Psychological Services for SPED Students	26,530.00
Wayfinder Family Services	NPS placement and services	25,333.87
Bridgeport School	Special Education Contracted Services	25,289.02
Communicology, Inc., DBA, TeleSesh	Language and Speech Therapy	21,290.10
E-Therapy Intermediate, INC	Special Education Contracted Services	19,668.88
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services	19,263.84
Sunrise School	Special Education Contracted Services	14,885.82
Effectual Educational Consulting Service	Special Education Services	14,660.81
Summit View School	Special Education Contracted Services	14,632.41
California Teachers Association	Union Dues	11,245.00
Braille Abilities, LLC	Special Education Orientation and Mobility Services	10,201.03
Augmentative Communications Solutions	Special Education Contracted Services	9,740.00
Grace Speech Therapy Corp.	SLP IEP Attendance	9,729.68
El Paseo Children's Center, Inc.	Special Education Contracted Services	9,227.95
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	8,765.66
Portview Preparatory, Inc.	Special Education Contracted Services	8,604.32
EverDriven Technologies LLC	Fuel Surcharge	7,157.92
AACA, Inc	Special Education Contracted Services	6,597.90
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	5,463.60
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	5,111.67
Dynamic Hope Schools	Special Education Contracted Services	4,902.36
Law Offices of Young, Minney & Corr, LLP	Legal Services	4,810.50
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy	4,293.50
Speech Guy, LLC	Special Education Contracted Services	4,091.50
ECE 4 Autism	Special Education Contracted Services	4,050.51
Joan Macy DBA Renaissance Community Prep	Special Education Contracted Services	3,853.08
Specialized Education of California, Inc.	Special Education Contracted Services	3,687.18
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	3,469.45
MakeMusic, Inc.	Middle School Music program	2,957.79
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	2,679.38
Chase Boyle dba Snow Counseling	Special Education Contracted Services	2,564.17
El Camino College	HS Graduation Site	2,495.00
Adapted Child's Play	Special Education Contracted Services	2,473.69
MK Innovations Inc dba The Silly Room	Special Education Contracted Services	2,174.25
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services	2,035.50
Specialized Therapy Services Inc	Special Education Contracted Services	1,901.25
The Center for Learning Unlimited	Special Education Contracted Services	1,891.60
Bridge The Gap Sped, LLC	Special Education Contracted Services	1,548.83
CDW Government	Webcam for student	1,500.81
Oxford Consulting Services	Special Education Contracted Services	1,361.25
Jabbergym, LLC	Language and Speech Therapy	1,341.50
Link Teletherapy	Occupational Therapy	1,220.00
EMHSports USA, Inc	Special Education Contracted Services	1,080.00
Sally Gonzalez	Special Education Professional Services	950.00
Judith A. Kroeger, Inc.	Special Education Contracted Services	758.34
Kadiant, LLC	Special Education Contracted Services	665.00
iTherapy	Special Education Contracted Services	656.25
Backstage Health	Mileage Reimbursement	611.40
ACES Clinics INC	Language and Speech Therapy	600.00
Milestones Therapy Group	Language and Speech Therapy	555.00
SPEAK! Speech and Language	Language and Speech Therapy	510.00
eLuma	Special Individual Counseling Services	491.00
Stepping Stones Therapy	Special Education Contracted Services	448.00
Symbal Inc	Language and Speech Therapy	390.00

Amazon Capital Services	Staff Office Supplies	363.17
Foundations Therapy Service	Special Education Contracted Services	345.64
A1 Speech Therapy, Inc.	Special Education Contracted Services	320.00
Partners in Special Education	Special Education Contracted Services	146.25
Virtual Speech Solutions	Language and Speech Therapy	62.50
AM Speech Therapy, Inc.	Language and Speech Therapy	55.00
Alyssa Guerrero	AT Report Reviews	47.92
Mind Metrics Psychological Services, PC	Special Education Contracted Services	40.00
Deaf and Hard of Hearing Educational Solutions, Inc.	SPED Services	24.17
Grand Total		**3,382,555.25**

K12 : SA : Full Financials CA Node : IQLA
Board Disbursements A/P Payment History by Vendor
January 01, 2026 - January 31, 2026

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #7291 - Effectual Educational Consulting Service(IQ Academy)					(276.75)
	Bill	**01/24/2026**	INV-12020		
	Bill	**01/24/2026**	INV-12027		(1,300.00)
	Bill	**01/24/2026**	INV-12051		(246.00)
	Bill	**01/24/2026**	INV-12055		(369.00)
	Bill	**01/24/2026**	INV-12062		(153.75)
	Bill	**01/24/2026**	INV-12072		(105.00)
	Bill	**01/24/2026**	INV-12094		(61.50)
	Bill	**01/24/2026**	INV-12101		(1,170.00)
	Bill	**01/24/2026**	INV-12105		(270.00)
	Bill	**01/24/2026**	INV-12111		(70.00)
	Bill	**01/24/2026**	INV-12114		(187.50)
	Bill	**01/24/2026**	INV-12119		(780.00)
	Bill	**01/24/2026**	INV-12125		(390.00)
	Bill	**01/24/2026**	INV-12145		(1,432.25)
	Bill	**01/24/2026**	INV-12150		(557.50)
	Bill	**01/24/2026**	INV-12151		(1,049.53)
	Bill	**01/24/2026**	INV-12171		(187.50)
	Bill Payment	**01/27/2026**	7291		8,606.28
Bill Payment #7256 - Effectual Educational Consulting Service(IQ Academy)					(30.75)
	Bill	**01/17/2026**	INV-11971		
	Bill	**01/17/2026**	INV-11977		(125.00)
	Bill	**01/17/2026**	INV-11995		(1,107.00)
	Bill	**01/17/2026**	INV-12007		(495.00)
	Bill Payment	**01/20/2026**	7256		1,757.75
Bill Payment #7207 - Effectual Educational Consulting Service(IQ Academy)					(114.75)
	Bill	**01/11/2026**	INV-11894		
	Bill	**01/11/2026**	INV-11905		(861.00)
	Bill	**01/11/2026**	INV-11914		(979.53)
	Bill	**01/11/2026**	INV-11927		(61.50)
	Bill	**01/11/2026**	INV-11932		(70.00)
	Bill	**01/11/2026**	INV-11934		(848.00)
	Bill	**01/11/2026**	INV-11940		(187.50)
	Bill	**01/11/2026**	INV-11950		(990.00)
	Bill	**01/11/2026**	INV-11967		(184.50)
	Bill Payment	**01/12/2026**	7207		4,296.78
Amount Unapplied - Bill Payment #7291 - Effectual Educational Consulting Service(IQ Academy)					0.00
					0.00
Bill Payment #7269 - PrentGraf Ltd dba TalkPath Live(iQ Academy)					(5,463.60)
	Bill	**01/17/2026**	INV-01128		
	Bill Payment	**01/20/2026**	7269		5,463.60
					0.00
Bill Payment #7280 - Anchor Counseling & Education Solutions(IQ Academy)					(9,643.25)
	Bill	**01/24/2026**	INV-08235		
	Bill	**01/24/2026**	INV-08242		(352.18)
	Bill Payment	**01/27/2026**	7280		9,995.43
Bill Payment #7247 - Anchor Counseling & Education Solutions(IQ Academy)					(9,227.58)
	Bill	**01/17/2026**	INV-08210		
	Bill	**01/17/2026**	INV-08218		(307.33)
	Bill Payment	**01/20/2026**	7247		9,534.91
Bill Payment #7193 - Anchor Counseling & Education Solutions(IQ Academy)					(1,943.25)
	Bill	**01/11/2026**	INV-08182		
	Bill	**01/11/2026**	INV-08183		(14,485.08)
	Bill	**01/11/2026**	INV-08184		(8,473.50)
	Bill	**01/11/2026**	INV-08191		(275.93)
	Bill Payment	**01/12/2026**	7193		25,177.76
Amount Unapplied - Bill Payment #7193 - Anchor Counseling & Education Solutions(IQ Academy)					(0.00)
					(0.00)
Bill Payment #7295 - Law Offices of Young, Minney & Corr, LLP(IQ Academy)					(434.50)
	Bill	**01/24/2026**	20575		
	Bill Payment	**01/27/2026**	7295		434.50
Bill Payment #7217 - Law Offices of Young, Minney & Corr, LLP(IQ Academy)					(4,376.00)
	Bill	**01/11/2026**	20253		
	Bill Payment	**01/12/2026**	7217		4,376.00
					0.00
Bill Payment #7294 - Grace Speech Therapy Corp.(iQ Academy)					(496.00)
	Bill	**01/24/2026**	INV-02779		
	Bill	**01/24/2026**	INV-02793		(713.00)
	Bill	**01/24/2026**	INV-02794		(516.67)
	Bill	**01/24/2026**	INV-02802		(248.00)
	Bill Payment	**01/27/2026**	7294		1,973.67
Bill Payment #7260 - Grace Speech Therapy Corp.(iQ Academy)					(1,105.67)
	Bill	**01/17/2026**	INV-02732		

Bill Payment #7260 - Grace Speech Therapy Corp.(iQ	Bill	**01/17/2026**	INV-02747	(744.00)
	Bill	**01/17/2026**	INV-02749	(403.00)
	Bill	**01/17/2026**	INV-02751	(403.00)
	Bill	**01/17/2026**	INV-02764	(465.00)
	Bill Payment	**01/20/2026**	7260	3,120.67
Bill Payment #7212 - Grace Speech Therapy Corp.(iQ				(2,025.34)
Academy)	Bill	**01/11/2026**	INV-02670	
	Bill	**01/11/2026**	INV-02678	(1,457.00)
	Bill	**01/11/2026**	INV-02690	(341.00)
	Bill	**01/11/2026**	INV-02699	(781.00)
	Bill	**01/11/2026**	INV-02710	(31.00)
	Bill Payment	**01/12/2026**	7212	4,635.34
				0.00
Bill Payment #7281 - Arc Speech Pathology Network DBA				(1,296.67)
Arc Therapy Network(iQ Academy)	Bill	**01/24/2026**	INV-01499	
	Bill	**01/24/2026**	INV-01501	(222.25)
	Bill Payment	**01/27/2026**	7281	1,518.92
Bill Payment #7194 - Arc Speech Pathology Network DBA				(349.25)
Arc Therapy Network(iQ Academy)	Bill	**01/11/2026**	INV-01467	
	Bill	**01/11/2026**	INV-01469	(425.00)
	Bill	**01/11/2026**	INV-01457	(1,174.75)
	Bill	**01/11/2026**	INV-01483	(1,218.75)
	Bill	**01/11/2026**	INV-01488	(425.00)
	Bill Payment	**01/12/2026**	7194	3,592.75
				0.00
Bill Payment #7279 - Amazon Capital Services(iQ				(45.85)
Academy)	Bill	**01/24/2026**	1CVQ-NCHT-TMTF	
	Bill	**01/24/2026**	1LTX-MWK4-3FXH	(67.52)
	Bill Payment	**01/27/2026**	7279	113.37
Bill Payment #7246 - Amazon Capital Services(iQ				(10.71)
Academy)	Bill	**01/17/2026**	1V6R-KQ4N-9PJN	
	Bill Payment	**01/20/2026**	7246	10.71
Bill Payment #7192 - Amazon Capital Services(iQ				(43.09)
Academy)	Bill	**01/11/2026**	14CW- 37 N1-9Q4Q	
	Bill	**01/11/2026**	1CTK-FC4T-KDJK	(98.14)
	Bill	**01/11/2026**	1NFC-F136-4464	(97.86)
	Bill Payment	**01/12/2026**	7192	239.09
				0.00
Bill Payment #7288 - Communicology, Inc., DBA,				(3,825.59)
TeleSesh(iQ Academy)	Bill	**01/24/2026**	INV-01462	
	Bill Payment	**01/27/2026**	7288	3,825.59
Bill Payment #7252 - Communicology, Inc., DBA,				(4,490.49)
TeleSesh(iQ Academy)	Bill	**01/17/2026**	INV-01411	
	Bill	**01/17/2026**	INV-01417	(255.75)
	Bill	**01/17/2026**	INV-01425	(441.75)
	Bill	**01/17/2026**	INV-01434	(441.75)
	Bill Payment	**01/20/2026**	7252	5,629.74
Bill Payment #7205 - Communicology, Inc., DBA,				(3,425.51)
TeleSesh(iQ Academy)	Bill	**01/11/2026**	INV-01352	
	Bill	**01/11/2026**	INV-01354	(823.35)
	Bill	**01/11/2026**	INV-01382	(4,202.50)
	Bill	**01/11/2026**	INV-01394	(896.00)
	Bill	**01/11/2026**	INV-01353	(2,487.41)
	Bill Payment	**01/12/2026**	7205	11,834.77
				0.00
Bill Payment #7301 - Speech Guy, LLC(iQ Academy)	Bill	**01/24/2026**	INV-01661	(1,281.25)
	Bill	**01/24/2026**	INV-01671	(1,173.00)
	Bill Payment	**01/27/2026**	7301	2,454.25
Bill Payment #7234 - Speech Guy, LLC(iQ Academy)	Bill	**01/11/2026**	INV-01639	(1,216.75)
	Bill	**01/11/2026**	INV-01652	(420.50)
	Bill Payment	**01/12/2026**	7234	1,637.25
				0.00
Bill Payment #7305 - TheraStaffers(iQ Academy)	Bill	**01/24/2026**	INV-01027	(1,875.50)
	Bill Payment	**01/27/2026**	7305	1,875.50
Bill Payment #7241 - TheraStaffers(iQ Academy)	Bill	**01/11/2026**	INV-01022	(108.50)
	Bill	**01/11/2026**	INV-01005	(2,309.50)
	Bill Payment	**01/12/2026**	7241	2,418.00
				0.00
Bill Payment #7290 - E-Therapy Intermediate, INC(iQ				(3,548.35)
Academy)	Bill	**01/24/2026**	INV-10123	
	Bill	**01/24/2026**	INV-10140	(26.67)
	Bill	**01/24/2026**	INV-10142	(2,028.38)
	Bill	**01/24/2026**	INV-10162	(396.25)
	Bill	**01/24/2026**	INV-10126	(250.00)
	Bill	**01/24/2026**	INV-10091	(3,051.09)
	Bill	**01/24/2026**	INV-10112	(1,065.44)
	Bill Payment	**01/27/2026**	7290	10,366.18

K12 : SA : Full Financials CA Node : IQLA
Board Disbursements A/P Payment History by Vendor
January 01, 2026 - January 31, 2026

Bill Payment #7254 - E-Therapy Intermediate, INC(iQ Academy)					(275.63)
	Bill	**01/17/2026**	INV-10086		
	Bill	**01/17/2026**	INV-10106		(26.67)
	Bill Payment	**01/20/2026**	7254		302.30
Bill Payment #7206 - E-Therapy Intermediate, INC(iQ Academy)					(1,589.38)
	Bill	**01/11/2026**	INV-09989		
	Bill	**01/11/2026**	INV-09993		(1,152.13)
	Bill	**01/11/2026**	INV-09994		(704.40)
	Bill	**01/11/2026**	INV-10073		(372.00)
	Bill	**01/11/2026**	INV-10037		(576.83)
	Bill	**01/11/2026**	INV-10039		(2,122.57)
	Bill	**01/11/2026**	INV-10040		(125.00)
	Bill	**01/11/2026**	INV-10050		(26.67)
	Bill	**01/11/2026**	INV-10056		(648.00)
	Bill	**01/11/2026**	INV-10072		(952.92)
	Bill	**01/11/2026**	INV-10033		(730.50)
	Bill Payment	**01/12/2026**	7206		9,000.40
Amount Unapplied - Bill Payment #7290 - E-Therapy Intermediate, INC(iQ Academy)					(0.00)
					(0.00)
Bill Payment #7299 - Sally Gonzalez(iQ Academy)	Bill	**01/24/2026**	INV-00430		(250.00)
	Bill Payment	**01/27/2026**	7299		250.00
Bill Payment #7272 - Sally Gonzalez(iQ Academy)	Bill	**01/17/2026**	INV-00429		(200.00)
	Bill Payment	**01/20/2026**	7272		200.00
Bill Payment #7229 - Sally Gonzalez(iQ Academy)	Bill	**01/11/2026**	INV-00427		(250.00)
	Bill	**01/11/2026**	INV-00428		(250.00)
	Bill Payment	**01/12/2026**	7229		500.00
					0.00
Bill Payment #7233 - Specialized Therapy Services Inc(IQ Academy)					(1,901.25)
	Bill	**01/11/2026**	INV-01455		
	Bill Payment	**01/12/2026**	7233		1,901.25
					0.00
Bill Payment #ACH 7/31 - ADP, Inc.(iQ Academy)	Bill	**07/31/2025**		04cDPjune25IQ - ADP Payroll (2) (7/01/25-7/15/25) - July 2025 (pay date 7/29)	(3,322.81)
	Bill Payment	**01/04/2026**	ACH 7/31		3,322.81
Bill Payment #ACH 1/20/26 - ADP, Inc.(iQ Academy)	Bill	**01/15/2026**		04DPjan26IQ - ADP Payroll (2) (01/01/26-01/15/26) - Jan 2026	(929,761.46)
	Bill Payment	**01/20/2026**	ACH 1/20/26		929,761.46
Bill Payment #ACH 1/16/26 - ADP, Inc.(iQ Academy)	Bill	**01/01/2026**		04DPjan26IQ - ADP Payroll (1) (12/16/25-12/31/25) - Jan 2026	(583,074.48)
	Bill Payment	**01/16/2026**	ACH 1/16/26		583,074.48
Bill Payment #ACH 1/12/26 - ADP, Inc.(iQ Academy)	Bill	**01/01/2026**	ADP Benefits - Jan 2026	05DPjan26IQ - ADP Benefits - Jan 2026	(169,621.82)
	Bill Payment	**01/12/2026**	ACH 1/12/26		169,621.82
					0.00
Bill Payment #7259 - Foundations Therapy Service(iQ Academy)					(118.00)
	Bill	**01/17/2026**	INV-01125		
	Bill Payment	**01/20/2026**	7259		118.00
Bill Payment #7211 - Foundations Therapy Service(iQ Academy)					(205.76)
	Bill	**01/11/2026**	INV-01113		
	Bill	**01/11/2026**	INV-01101		(21.88)
	Bill Payment	**01/12/2026**	7211		227.64
					0.00
Bill Payment #7249 - Beach Cities Learning, LLC(iQ Academy)					(7,443.88)
	Bill	**01/17/2026**	LIS0030211		
	Bill Payment	**01/20/2026**	7249		7,443.88
Bill Payment #7198 - Beach Cities Learning, LLC(iQ Academy)					(19,608.19)
	Bill	**01/11/2026**	LIS0029968-E		
	Bill	**01/11/2026**	LIS0029968-G		(5,853.18)
	Bill	**01/11/2026**	LIS0030226		(3,483.89)
	Bill Payment	**01/12/2026**	7198		28,945.26
					0.00
Bill Payment #7284 - Braille Abilities, LLC(iQ Academy)	Bill	**01/24/2026**	INV-00397		(3,146.90)
	Bill Payment	**01/27/2026**	7284		3,146.90
Bill Payment #7200 - Braille Abilities, LLC(iQ Academy)	Bill	**01/11/2026**	INV-00384		(700.00)
	Bill	**01/11/2026**	INV-00386		(6,354.13)
	Bill Payment	**01/12/2026**	7200		7,054.13
					0.00
Bill Payment #7286 - CDW Government(IQ Academy)	Bill	**01/24/2026**	AH5VQ1X		(735.32)
	Bill	**01/24/2026**	AH6EC1J		(748.71)
	Bill Payment	**01/27/2026**	7286		1,484.03
Bill Payment #7203 - CDW Government(IQ Academy)	Bill	**01/11/2026**	AH2TR6X		(16.78)
	Bill Payment	**01/12/2026**	7203	CDW - CMAG9M64U	16.78
Bill Credit #AG9Z61S - CDW Government(IQ Academy)	Bill	**01/11/2026**	AH2TR6X		(10.85)
	Bill Credit	**01/09/2026**	AG9Z61S	CDW - CMAG9Z61S	10.85
					(714.25)
Bill Credit #AG9M64U - CDW Government(IQ Academy)	Bill	**01/11/2026**	AH2TR6X		
	Bill Credit	**01/09/2026**	AG9M64U	CDW - CMAG9M64U	714.25
					0.00

Bill Payment #7221 - MK Innovations Inc dba The Silly Room(iQ Academy)				(2,174.25)
	Bill	**01/11/2026**	INV-00861	
	Bill Payment	**01/12/2026**	7221	2,174.25
				0.00
Bill Payment #7209 - El Paseo Children's Center, Inc.(iQ Academy)				(9,077.95)
	Bill	**01/11/2026**	INV-01453	
	Bill	**01/11/2026**	INV-01464	(150.00)
	Bill Payment	**01/12/2026**	7209	9,227.95
				0.00
Bill Payment #7302 - Stepping Stones Therapy(iQ Academy)				(128.00)
	Bill	**01/24/2026**	INV-01020	
	Bill Payment	**01/27/2026**	7302	128.00
Bill Payment #7274 - Stepping Stones Therapy(iQ Academy)				(96.00)
	Bill	**01/17/2026**	INV-01016	
	Bill Payment	**01/20/2026**	7274	96.00
Bill Payment #7235 - Stepping Stones Therapy(iQ Academy)				(128.00)
	Bill	**01/11/2026**	INV-01001	
	Bill	**01/11/2026**	INV-01010	(96.00)
	Bill Payment	**01/12/2026**	7235	224.00
				0.00
Bill Payment #7191 - AM Speech Therapy, Inc.(iQ Academy)				(27.50)
	Bill	**01/11/2026**	INV-00036	
	Bill	**01/11/2026**	INV-00039	(27.50)
	Bill Payment	**01/12/2026**	7191	55.00
				0.00
Bill Payment #7251 - Christy Bock dba Cornerstone Educational Solutions(iQ Academy)				(19,263.84)
	Bill	**01/17/2026**	INV-00677	
	Bill Payment	**01/20/2026**	7251	19,263.84
				0.00
Bill Payment #7257 - eLuma(IQ Academy)	Bill	**01/17/2026**	VST-01324	(491.00)
	Bill Payment	**01/20/2026**	7257	491.00
				0.00
Bill Payment #7296 - Link Teletherapy(iQ Academy)	Bill	**01/24/2026**	INV-00059	(860.00)
	Bill Payment	**01/27/2026**	7296	860.00
Bill Payment #7218 - Link Teletherapy(iQ Academy)	Bill	**01/11/2026**	INV-00044	(210.00)
	Bill	**01/11/2026**	INV-00052	(30.00)
	Bill	**01/11/2026**	INV-00051	(120.00)
	Bill Payment	**01/12/2026**	7218	360.00
				0.00
Bill Payment #7304 - The Stepping Stones Group LLC(iQ Academy)				(246.00)
	Bill	**01/24/2026**	INV-01342	
	Bill	**01/24/2026**	INV-01341	(185.50)
	Bill	**01/24/2026**	M0271817	(67,392.00)
	Bill	**01/24/2026**	M0272552	(3,300.00)
	Bill Payment	**01/27/2026**	7304	71,123.50
Bill Payment #7275 - The Stepping Stones Group LLC(iQ Academy)				(123.00)
	Bill	**01/17/2026**	INV-01326	
	Bill	**01/17/2026**	INV-01324	(116.00)
	Bill Payment	**01/20/2026**	7275	239.00
Bill Payment #7240 - The Stepping Stones Group LLC(iQ Academy)				(100.50)
	Bill	**01/11/2026**	INV-01305	
	Bill	**01/11/2026**	INV-01307	(123.00)
	Bill	**01/11/2026**	INV-01291	(554.00)
	Bill Payment	**01/12/2026**	7240	777.50
				0.00
Bill Payment #7283 - Behavior Education Consulting Center(iQ Academy)				(9,390.00)
	Bill	**01/24/2026**	INV-00233	
	Bill Payment	**01/27/2026**	7283	9,390.00
Bill Payment #7199 - Behavior Education Consulting Center(iQ Academy)				(12,520.00)
	Bill	**01/11/2026**	INV-00214	
	Bill	**01/11/2026**	INV-00218	(4,320.00)
	Bill	**01/11/2026**	INV-00225	(180.00)
	Bill	**01/11/2026**	INV-00228	(120.00)
	Bill Payment	**01/12/2026**	7199	17,140.00
				0.00
Bill Payment #7250 - California Teachers Association(IQ Academy)				(11,245.00)
	Bill	**01/17/2026**	Union Dues - 122025	
	Bill Payment	**01/20/2026**	7250	11,245.00
				0.00
Bill Payment #7276 - AACA, Inc(iQ Academy)	Bill	**01/24/2026**	26454	(2,895.14)
	Bill Payment	**01/27/2026**	7276	2,895.14
Bill Payment #7245 - AACA, Inc(iQ Academy)	Bill	**01/17/2026**	26399	(3,702.76)
	Bill Payment	**01/20/2026**	7245	3,702.76
				0.00
Bill Payment #7189 - ACES Clinics INC(iQ Academy)	Bill	**01/11/2026**	INV-00032	(600.00)
	Bill Payment	**01/12/2026**	7189	600.00
				0.00
Bill Payment #7196 - Axis Teletherapy(iQ Academy)	Bill	**01/11/2026**	INV-02318	(29.50)

Bill Payment #7196 - Axis Teletherapy(iQ Academy)	Bill	**01/11/2026**	INV-02317	(136.25)
	Bill	**01/11/2026**	INV-02365	(556.25)
	Bill	**01/11/2026**	INV-02364	(1,147.00)
	Bill	**01/11/2026**	INV-02363	(908.25)
	Bill	**01/11/2026**	INV-02362	(692.20)
	Bill Payment	**01/12/2026**	7196	3,469.45
				0.00
Bill Payment #7287 - Chase Boyle dba Snow Counseling(iQ Academy)				(718.75)
	Bill	**01/24/2026**	INV-00977	
	Bill	**01/24/2026**	INV-00990	(70.00)
	Bill	**01/24/2026**	INV-00982	(70.00)
	Bill Payment	**01/27/2026**	7287	858.75
Bill Payment #7204 - Chase Boyle dba Snow Counseling(iQ Academy)				(35.00)
	Bill	**01/11/2026**	INV-00903	
	Bill	**01/11/2026**	INV-00911	(11.67)
	Bill	**01/11/2026**	INV-00916	(52.50)
	Bill	**01/11/2026**	INV-00924	(35.00)
	Bill	**01/11/2026**	INV-00896	(52.50)
	Bill	**01/11/2026**	INV-00932	(35.00)
	Bill	**01/11/2026**	INV-00946	(70.00)
	Bill	**01/11/2026**	INV-00892	(1,343.75)
	Bill	**01/11/2026**	INV-00961	(70.00)
	Bill Payment	**01/12/2026**	7204	1,705.42
				0.00
Bill Payment #7255 - ECE 4 Autism(iQ Academy)	Bill	**01/17/2026**	02203943	(4,050.51)
	Bill Payment	**01/20/2026**	7255	4,050.51
				0.00
				(180.00)
Bill Payment #7292 - EMHSports USA, Inc(IQ Academy)	Bill	**01/24/2026**	INV-04188	
	Bill Payment	**01/27/2026**	7292	180.00
				(540.00)
Bill Payment #7210 - EMHSports USA, Inc(IQ Academy)	Bill	**01/11/2026**	INV-04165	
	Bill	**01/11/2026**	INV-04182	(360.00)
	Bill Payment	**01/12/2026**	7210	900.00
				0.00
Bill Payment #7264 - Kadiant, LLC(iQ Academy)	Bill	**01/17/2026**	INV-00347	(665.00)
	Bill Payment	**01/20/2026**	7264	665.00
				0.00
Bill Payment #7266 - National TeleTherapy Resources, a Speech Pathology Corp.(iQ Academy)				(365.75)
	Bill	**01/17/2026**	INV-10654	
	Bill	**01/17/2026**	INV-10655	(205.05)
	Bill	**01/17/2026**	INV-10656	(133.00)
	Bill	**01/17/2026**	INV-10657	(739.75)
	Bill	**01/17/2026**	INV-10658	(389.00)
	Bill	**01/17/2026**	INV-10659	(153.75)
	Bill	**01/17/2026**	INV-10660	(239.56)
	Bill	**01/17/2026**	INV-10661	(879.92)
	Bill	**01/17/2026**	INV-10663	(630.00)
	Bill Payment	**01/20/2026**	7266	3,735.78
Bill Payment #7222 - National TeleTherapy Resources, a Speech Pathology Corp.(iQ Academy)				(685.75)
	Bill	**01/11/2026**	INV-10546	
	Bill	**01/11/2026**	INV-10547	(719.00)
	Bill	**01/11/2026**	INV-10548	(1,085.50)
	Bill	**01/11/2026**	INV-10549	(423.75)
	Bill	**01/11/2026**	INV-10550	(30.75)
	Bill	**01/11/2026**	INV-10551	(399.00)
	Bill	**01/11/2026**	INV-10552	(232.75)
	Bill	**01/11/2026**	INV-10553	(256.00)
	Bill	**01/11/2026**	INV-10554	(266.00)
	Bill	**01/11/2026**	INV-10555	(358.75)
	Bill	**01/11/2026**	INV-10556	(197.75)
	Bill	**01/11/2026**	INV-10557	(280.88)
	Bill	**01/11/2026**	INV-10558	(56.50)
	Bill	**01/11/2026**	INV-10561	(37.50)
	Bill Payment	**01/12/2026**	7222	5,029.88
Amount Unapplied - Bill Payment #7222 - National TeleTherapy Resources, a Speech Pathology Corp.(iQ Academy)				0.00
				0.00
Bill Payment #7297 - Oxford Consulting Services(IQ Academy)				(275.00)
	Bill	**01/24/2026**	INV-02277	
	Bill	**01/24/2026**	INV-02279	(137.50)
	Bill	**01/24/2026**	INV-02278	(137.50)
	Bill Payment	**01/27/2026**	7297	550.00
Bill Payment #7223 - Oxford Consulting Services(IQ Academy)				(288.75)
	Bill	**01/11/2026**	INV-02209	
	Bill	**01/11/2026**	INV-02208	(275.00)
	Bill	**01/11/2026**	INV-02206	(137.50)

Bill Payment #7223 - Oxford Consulting Services(IQ	Bill	**01/11/2026**	INV-02207		(110.00)
	Bill Payment	**01/12/2026**	7223		811.25
					0.00
					(57.50)
Bill Payment #7298 - PresenceLearning, Inc.(iQ Academy)	Bill	**01/24/2026**	INV-09656		
	Bill Payment	**01/27/2026**	7298		57.50
					(99.38)
Bill Payment #7270 - PresenceLearning, Inc.(iQ Academy)	Bill	**01/17/2026**	INV-09649		
	Bill	**01/17/2026**	INV-09642		(1,747.50)
	Bill Payment	**01/20/2026**	7270		1,846.88
					(775.00)
Bill Payment #7226 - PresenceLearning, Inc.(iQ Academy)	Bill	**01/11/2026**	INV-09628		
	Bill Payment	**01/12/2026**	7226		775.00
Amount Unapplied - Bill Payment #7270 - PresenceLearning, Inc.(iQ Academy)					0.00
					0.00
Bill Payment #7242 - Virtual Speech Solutions(iQ Academy)					(62.50)
	Bill	**01/11/2026**	INV-00021		
	Bill Payment	**01/12/2026**	7242		62.50
					0.00
					(4,902.36)
Bill Payment #7253 - Dynamic Hope Schools(iQ Academy)	Bill	**01/17/2026**	1269 Gonzalez		
	Bill Payment	**01/20/2026**	7253		4,902.36
					0.00
Bill Payment #7261 - iTherapy(iQ Academy)	Bill	**01/17/2026**	INV-00069		(218.75)
	Bill Payment	**01/20/2026**	7261		218.75
Bill Payment #7213 - iTherapy(iQ Academy)	Bill	**01/11/2026**	INV-00059		(437.50)
	Bill Payment	**01/12/2026**	7213		437.50
					0.00
Bill Payment #7289 - Deaf and Hard of Hearing Educational Solutions, Inc.(iQ Academy)					(24.17)
	Bill	**01/24/2026**	INV-00146		
	Bill Payment	**01/27/2026**	7289		24.17
					0.00
Bill Payment #7268 - Portview Preparatory, Inc.(iQ Academy)					(8,604.32)
	Bill	**01/17/2026**	28216		
	Bill Payment	**01/20/2026**	7268		8,604.32
					0.00
Bill Payment #7232 - Specialized Education of California, Inc.(iQ Academy)					(3,645.33)
	Bill	**01/11/2026**	INV234544		
	Bill	**01/11/2026**	INV234604		(41.85)
	Bill Payment	**01/12/2026**	7232		3,687.18
Amount Unapplied - Bill Payment #7232 - Specialized Education of California, Inc.(iQ Academy)					(0.00)
					(0.00)
Bill Payment #iQ-ACH 01/26/2026 STRS - LACOE Division of School Financial Srvcs(IQ Academy)					(313,292.07)
	Bill	**01/26/2026**	IQ - JAN 2026 STRS	IQ - JAN 2026 STRS	
	Bill Payment	**01/26/2026**	iQ-ACH 01/26/2026 STRS	IQ - JAN 2026 STRS	313,292.07
					0.00
					(1,441.46)
Bill Payment #7277 - Adapted Child's Play(iQ Academy)	Bill	**01/24/2026**	INV-00684		
	Bill Payment	**01/27/2026**	7277		1,441.46
					(1,032.23)
Bill Payment #7190 - Adapted Child's Play(iQ Academy)	Bill	**01/11/2026**	INV-00672		
	Bill Payment	**01/12/2026**	7190		1,032.23
					0.00
					(567.67)
Bill Payment #7216 - Judith A. Kroeger, Inc.(iQ Academy)	Bill	**01/11/2026**	INV-00100		
	Bill	**01/11/2026**	INV-00107		(190.67)
	Bill Payment	**01/12/2026**	7216		758.34
					0.00
Bill Payment #7300 - SPEAK! Speech and Language(iQ Academy)					(270.00)
	Bill	**01/24/2026**	INV-00093		
	Bill Payment	**01/27/2026**	7300		270.00
Bill Payment #7231 - SPEAK! Speech and Language(iQ Academy)					(180.00)
	Bill	**01/11/2026**	INV-00078		
	Bill	**01/11/2026**	INV-00086		(60.00)
	Bill Payment	**01/12/2026**	7231		240.00
					0.00
Bill Payment #7239 - The Center for Learning Unlimited(iQ Academy)					(1,891.60)
	Bill	**01/11/2026**	27108		
	Bill Payment	**01/12/2026**	7239		1,891.60
					0.00
Bill Payment #7278 - Alyssa Guerrero(iQ Academy)	Bill	**01/24/2026**	INV-00032		(47.92)
	Bill Payment	**01/27/2026**	7278		47.92
					0.00
Bill Payment #7244 - A1 Speech Therapy, Inc.(iQ Academy)					(192.00)
	Bill	**01/17/2026**	INV-00402		
	Bill Payment	**01/20/2026**	7244		192.00

Bill Payment #7188 - A1 Speech Therapy, Inc.(iQ Academy)				(128.00)
	Bill	**01/11/2026**	INV-00398	
	Bill Payment	**01/12/2026**	7188	128.00
				0.00
Bill Payment #7282 - Augmentative Communications Solutions(iQ Academy)				(3,880.00)
	Bill	**01/24/2026**	INV-00803	
	Bill Payment	**01/27/2026**	7282	3,880.00
Bill Payment #7248 - Augmentative Communications Solutions(iQ Academy)				(4,380.00)
	Bill	**01/17/2026**	INV-00796	
	Bill	**01/17/2026**	INV-00795	(40.00)
	Bill Payment	**01/20/2026**	7248	4,420.00
Bill Payment #7195 - Augmentative Communications Solutions(iQ Academy)				(1,080.00)
	Bill	**01/11/2026**	INV-00779	
	Bill	**01/11/2026**	INV-00788	(360.00)
	Bill Payment	**01/12/2026**	7195	1,440.00
				0.00
Bill Payment #7197 - Backstage Health(iQ Academy)	Bill	**01/11/2026**	INV-00112	(611.40)
	Bill Payment	**01/12/2026**	7197	611.40
				0.00
Bill Payment #7201 - Bridge The Gap Sped, LLC(iQ Academy)				(1,548.83)
	Bill	**01/11/2026**	INV-00329	
	Bill Payment	**01/12/2026**	7201	1,548.83
				0.00
Bill Payment #7285 - Bridgeport School(iQ Academy)	Bill	**01/24/2026**	IQA1125BP	(7,671.97)
	Bill Payment	**01/27/2026**	7285	7,671.97
Bill Payment #7202 - Bridgeport School(iQ Academy)	Bill	**01/11/2026**	IQA1025BP	(9,722.85)
	Bill	**01/11/2026**	IQA1025BPW	(4,210.24)
	Bill	**01/11/2026**	IQA1125BPW	(3,683.96)
	Bill Payment	**01/12/2026**	7202	17,617.05
				0.00
Bill Payment #7208 - El Camino College(iQ Academy)	Bill	**01/11/2026**	Contract# 25053	(2,495.00)
	Bill Payment	**01/12/2026**	7208	2,495.00
				0.00
Bill Payment #7262 - Jabbergym, LLC(iQ Academy)	Bill	**01/17/2026**	INV-00224	(655.75)
	Bill Payment	**01/20/2026**	7262	655.75
Bill Payment #7214 - Jabbergym, LLC(iQ Academy)	Bill	**01/11/2026**	INV-00223	(685.75)
	Bill Payment	**01/12/2026**	7214	685.75
				0.00
Bill Payment #7263 - Joan Macy DBA Renaissance Community Prep(iQ Academy)				(2,354.66)
	Bill	**01/17/2026**	December 2025	
	Bill Payment	**01/20/2026**	7263	2,354.66
Bill Payment #7215 - Joan Macy DBA Renaissance Community Prep(iQ Academy)				(1,498.42)
	Bill	**01/11/2026**	November 2025	
	Bill Payment	**01/12/2026**	7215	1,498.42
				0.00
Bill Payment #7219 - Milestones Therapy Group(iQ Academy)				(30.00)
	Bill	**01/11/2026**	INV-00087	
	Bill	**01/11/2026**	INV-00068	(525.00)
	Bill Payment	**01/12/2026**	7219	555.00
				0.00
Bill Payment #7220 - Mind Metrics Psychological Services, PC(iQ Academy)				(40.00)
	Bill	**01/11/2026**	INV-00003	
	Bill Payment	**01/12/2026**	7220	40.00
				0.00
Bill Payment #7224 - Partners in Special Education(iQ Academy)				(146.25)
	Bill	**01/11/2026**	INV-01275	
	Bill Payment	**01/12/2026**	7224	146.25
				0.00
Bill Payment #7267 - Point Quest Pediatric Therapies, LLC(iQ Academy)				(730.25)
	Bill	**01/17/2026**	INV-00321	
	Bill Payment	**01/20/2026**	7267	730.25
Bill Payment #7225 - Point Quest Pediatric Therapies, LLC(iQ Academy)				(1,305.25)
	Bill	**01/11/2026**	INV-00313	
	Bill Payment	**01/12/2026**	7225	1,305.25
				0.00
Bill Payment #7271 - Rids Brother Company Inc(iQ Academy)				(16,717.00)
	Bill	**01/17/2026**	1506	
	Bill Payment	**01/20/2026**	7271	16,717.00
Bill Payment #7227 - Rids Brother Company Inc(iQ Academy)				(16,826.00)
	Bill	**01/11/2026**	1496	
	Bill Payment	**01/12/2026**	7227	16,826.00
				0.00
Bill Payment #7228 - Rowland Unified School District(IQ Academy)				(823,273.32)
	Bill	**01/11/2026**	116912	
	Bill Payment	**01/12/2026**	7228	823,273.32
				0.00
				(20,455.64)
Bill Payment #7273 - School Pathways LLC(IQ Academy)	Bill	**01/17/2026**	INV-140-09721	

K12 : SA : Full Financials CA Node : IQLA
Board Disbursements A/P Payment History by Vendor
January 01, 2026 - January 31, 2026

Bill Payment #7273 - School Pathways LLC(IQ Academy)	Bill Payment	**01/20/2026**	7273	20,455.64
				(9,151.19)
Bill Payment #7230 - School Pathways LLC(IQ Academy)	Bill	**01/11/2026**	INV-140-09599	
	Bill Payment	**01/12/2026**	7230	9,151.19
				0.00
				(33.89)
Bill Payment #7236 - Summit View School(iQ Academy)	Bill	**01/11/2026**	IQA0825SVW-ESY - Rodgers	
	Bill	**01/11/2026**	IQA1025SVW	(14,598.52)
	Bill Payment	**01/12/2026**	7236	14,632.41
				0.00
Bill Payment #7237 - Sunrise School(iQ Academy)	Bill	**01/11/2026**	IQA1025SR	(8,668.64)
	Bill	**01/11/2026**	IQA1125SR	(6,217.18)
	Bill Payment	**01/12/2026**	7237	14,885.82
				0.00
Bill Payment #7303 - Symbal Inc(iQ Academy)	Bill	**01/24/2026**	INV-00045	(130.00)
	Bill Payment	**01/27/2026**	7303	130.00
Bill Payment #7238 - Symbal Inc(iQ Academy)	Bill	**01/11/2026**	INV-00038	(260.00)
	Bill Payment	**01/12/2026**	7238	260.00
				0.00
Bill Payment #7306 - Wayfinder Family Services(iQ				(4,359.36)
Academy)	Bill	**01/24/2026**	DHOCT2025	
	Bill	**01/24/2026**	MJCOCT2025	(5,230.91)
	Bill Payment	**01/27/2026**	7306	9,590.27
Bill Payment #7243 - Wayfinder Family Services(iQ				(5,298.20)
Academy)	Bill	**01/11/2026**	CNSEPT2025	
	Bill	**01/11/2026**	DHSEPT2025	(5,449.20)
			Sept 2025 - Johnson-	(4,996.20)
	Bill	**01/11/2026**	Crayon	
	Bill Payment	**01/12/2026**	7243	15,743.60
				0.00
Bill Payment #7293 - EverDriven Technologies LLC(iQ				(5,339.56)
Academy)	Bill	**01/24/2026**	77625-R-2	
	Bill Payment	**01/27/2026**	7293	5,339.56
Bill Payment #7258 - EverDriven Technologies LLC(iQ				(1,818.36)
Academy)	Bill	**01/17/2026**	79885	
	Bill Payment	**01/20/2026**	7258	1,818.36
				0.00
Bill Payment #7265 - MakeMusic, Inc.(iQ Academy)	Bill	**01/20/2026**	INV-MM6877080	(2,957.79)
	Bill Payment	**01/20/2026**	7265	2,957.79
				0.00
				0.00

Total	**3,382,555.25**

Transaction Summary
IQ Academy California Los Angeles

Vendor	Amount
Storbeck Search LLC	4,624.73
Pitney Bowes Bank Inc Purchase Power	4,199.12
Smile From The Inside, Inc.	1,541.58
AppleOne Employment Services	1,336.10
AXIS Teletherapy	1,264.49
Effectual Educational Consulting Service	1,159.11
FusionPlus Inc	1,127.98
Document Tracking Services	828.80
DataBasics, Inc.	522.61
AT&T Mobility	364.75
Supreme Facility Services, Inc.	325.61
Southern California Edison	320.94
Expedited Reports	319.15
Quill Corporation	290.60
UPS	279.43
Certified Languages International	232.50
UBEO Business Services	228.36
Amazon	226.20
ISAFE Enterprises LLC	214.32
De Lage Landen Financial Services Inc.	170.14
Pitney Bowes Global Financial Services	157.92
Comm-Core	142.63
Bill.com	114.84
Barrington Staffing Services	103.35
Jose's Gardening Services	90.24
Verizon Wireless	76.21
Successories	69.94
Ontario Refrigeration	69.48
BlueTriton Brands, Inc	61.69
Red Robin	56.60
City of Simi Valley	51.50
WPS	44.15
Waste Management	27.70
Paper Recycling & Shredding	25.49
Integration Inc.	15.02
Nothing Bundt Cakes	13.23
Stuttering Therapy Resources, Inc.	12.96
Orkin	11.66
Zoom Video Communications, Inc.	1.20
Grand Total	**20,722.30**

Transaction Details
iQ Academy - LA

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	iQ
Paper Recycling & Shredding		52802 Office Supplies Expense : Office				113.00	8.50
	Office Expense	Supplies - COS	**101 General**	LLC 617276	December (12-4)		
				LLC 618378	December (12-18)	113.00	8.50
				LLC 619688	January (1-8)	113.00	8.50
	Office Expense Total					**339.00**	**25.49**
Paper Recycling & Shredding Total						**339.00**	**25.49**
UPS		54302 Postage & Delivery Expense :				71.70	5.39
	Shipping	Messenger & Delivery	**101 General**	LLC 000073Y68E016	January (1-3)		
				LLC 000073Y68E505	December (12-13)	873.68	65.70
				LLC 000073Y68E515	December (12-20)	695.87	52.33
				LLC 000073Y68E525	December (12-27)	109.95	8.27
				LLC 000073Y68E026	January (1-10)	422.93	31.80
				LLC 000073Y68E036	January (1-17)	284.81	21.42
			280 SPED	LLC 0000V9159W016	January (1-3)	52.41	4.30
				LLC 0000V9159W505	December (12-13)	352.55	28.91
				LLC 0000V9159W515	December (12-20)	189.19	15.51
				LLC 0000V9159W525	December (12-27)	12.18	1.00
				LLC 0000V9159W026	January (1-10)	330.76	27.12
				LLC 0000V9159W036	January (1-17)	215.64	17.68
	Shipping Total					**3,611.67**	**279.43**
UPS Total						**3,611.67**	**279.43**
Waste Management		53400 Rent and Utilities : Repairs and				171.31	12.88
	Operations and Housekeeping Services	Maintenance	**101 General**	LLC 7291155-0283-7	January		
				LLC 7291170-0283-6	January	197.01	14.81
	Operations and Housekeeping Services Total					**368.32**	**27.70**
Waste Management Total						**368.32**	**27.70**
Barrington Staffing Services						1,374.34	103.35
		51806 Professional Svcs & Outside					
	Outside Service	Labor : Outside Labor/Temporary Help	**280 SPED**	LLC 45230	December (12-14)		
	Outside Service Total					**1,374.34**	**103.35**
Barrington Staffing Services Total						**1,374.34**	**103.35**
		53400 Rent and Utilities : Repairs and				3,290.00	247.40
Supreme Facility Services, Inc.	**Operations and Housekeeping Services**	Maintenance	**101 General**	LLC 4701	January		
				LLC 4685	December (12-9)	1,040.00	78.21
	Operations and Housekeeping Services Total					**4,330.00**	**325.61**
Supreme Facility Services, Inc. Total						**4,330.00**	**325.61**
		52802 Office Supplies Expense : Office				48.87	3.67
Amazon	**Office Expense**	Supplies - COS	**101 General**	112-2246701-7859448	December		
						20.55	1.55
				114-8015244-4990634	December		
						20.32	1.53
				114-3565305-7717065	December		
						67.96	5.11
				114-9624663-4963416	December		
						173.85	13.07
				114-5569442-3324205	December		
						256.23	19.27
				111-6146969-5212262	December		
						65.04	4.89
				114-4959206-5633852	December		
						106.11	7.98
				114-8300674-7969061	December		
						141.48	10.64
				114-6949471-3717067	December		
						70.74	5.32
				114-0748150-0424205	December		
						185.59	13.96
				112-3513971-0418665	January		
						103.73	7.80
				112-1407628-2512257	January		
						11.23	0.84
				112-7287815-2834631	January		
						370.50	27.86
				112-5846933-2632269	January		
						328.90	24.73
				112-3329923-2941851	January		
						15.27	1.15
				112-6365778-2254649	January		
						9.64	0.72
				112-9109578-1114612	January		
						107.40	8.08
				112-5343954-6493865	January		
						10.70	0.80
				112-8056285-1913826	January		
						8.56	0.64
				112-6622788-0609864	January		
						35.49	2.67
				111-0107174-3597035	January		
						12.87	0.97
				112-2455997-5582622	January		
						50.92	3.83
				112-3272271-7036245	January		
						31.57	2.37
				111-2222988-9552232	January		
						33.45	2.52
				111-7303694-5329058	January		
						257.46	19.36
				112-0361377-1801839	January		
						463.58	34.86
				112-9860456-4016267	January		
	Office Expense Total					**3,008.01**	**226.20**
Amazon Total						**3,008.01**	**226.20**
		53801 Phone & Internet Expense :				1,761.93	132.50
AT&T Mobility	**Communications**	Telephone	**101 General**	LLC 3278700113	December		
				LLC 80557846671578		1,326.59	99.76
				122825	January		
				LLC 9541041119	January (1-10)	1,761.93	132.50
	Communications Total					**4,850.45**	**364.75**
AT&T Mobility Total						**4,850.45**	**364.75**

Transaction Details
iQ Academy - LA

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	iQ
						4,355.29	327.51
AppleOne Employment Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 01-7212041	December (12-6)		
				LLC 01-7216219	December (12-13)	4,762.47	358.13
				LLC 01-7219554	December (12-20)	4,190.82	315.14
				LLC 01-7230776	January (1-10)	4,459.04	335.31
	Outside Service Total					**17,767.62**	**1,336.10**
AppleOne Employment Services Total						**17,767.62**	**1,336.10**
		55801 Dues, Memberships & Research				1,439.00	114.84
Bill.com	Dues and Memberships	Svcs : Memberships	101 General	26014228382	January		
	Dues and Memberships Total					**1,439.00**	**114.84**
Bill.com Total						**1,439.00**	**114.84**
		55304 Facilities & Equipment Rental				2,262.48	170.14
De Lage Landen Financial Services Inc.	Equipment Rental Expense	Expense : Equipment Rental	101 General	LLC 594389086	January		
	Equipment Rental Expense Total					**2,262.48**	**170.14**
De Lage Landen Financial Services Inc. Total						**2,262.48**	**170.14**
		51801 Professional Svcs & Outside				20,500.00	1,541.58
Smile From The Inside, Inc.	Outside Service-General	Labor : Other Professional Services	101 General	LLC 2235	January		
	Outside Service-General Total					**20,500.00**	**1,541.58**
Smile From The Inside, Inc. Total						**20,500.00**	**1,541.58**
		51801 Professional Svcs & Outside	320 Supp- ELD			1,012.50	232.50
Certified Languages International	Outside Service-General	Labor : Other Professional Services	Services	LLC 74586123125	December		
	Outside Service-General Total					**1,012.50**	**232.50**
Certified Languages International Total						**1,012.50**	**232.50**
		51801 Professional Svcs & Outside	320 Supp- ELD			8,005.60	828.80
Document Tracking Services	Outside Service-General	Labor : Other Professional Services	Services	LLC T-930650093	December		
	Outside Service-General Total					**8,005.60**	**828.80**
Document Tracking Services Total						**8,005.60**	**828.80**
		53801 Phone & Internet Expense :				1,896.73	142.63
Comm-Core	Communications	Telephone	101 General	LLC 1111650	January		
	Communications Total					**1,896.73**	**142.63**
Comm-Core Total						**1,896.73**	**142.63**
		51801 Professional Svcs & Outside				6,949.65	522.61
DataBasics, Inc.	Outside Service-General	Labor : Other Professional Services	101 General	LLC 0815981	December		
	Outside Service-General Total					**6,949.65**	**522.61**
DataBasics, Inc. Total						**6,949.65**	**522.61**
		56504 Program Fees & Other				1,013.43	76.21
Verizon Wireless	Telephone - Adminstration	Instructional : Admin - Telephone	101 General	LLC 6132622514	January (1-3)		
	Telephone - Adminstration Total					**1,013.43**	**76.21**
Verizon Wireless Total						**1,013.43**	**76.21**
		52802 Office Supplies Expense : Office				175.89	13.23
Nothing Bundt Cakes	Office Expense	Supplies - COS	101 General	051885703	December		
	Office Expense Total					**175.89**	**13.23**
Nothing Bundt Cakes Total						**175.89**	**13.23**
		52802 Office Supplies Expense : Office				313.76	23.59
BlueTriton Brands, Inc	Office Expense	Supplies - COS	101 General	LLC 05L8710033059	December		
				LLC 05H8710033059	August	309.74	23.29
				LLC 06A8710033059	December	196.85	14.80
	Office Expense Total					**820.35**	**61.69**
BlueTriton Brands, Inc Total						**820.35**	**61.69**
		51817 Professional Svcs & Outside Labor : Special Education Professional				2,406.25	437.50
Effectual Educational Consulting Service	Subagreements for Services	Services	280 SPED	LLC 13510	November		
				LLC 13512	November	8,800.00	721.61
	Subagreements for Services Total					**11,206.25**	**1,159.11**
Effectual Educational Consulting Service Total						**11,206.25**	**1,159.11**
		51817 Professional Svcs & Outside Labor : Special Education Professional				3,892.00	319.15
Expedited Reports	Subagreements for Services	Services	280 SPED	LLC INVOICE001232	November		
	Subagreements for Services Total					**3,892.00**	**319.15**
Expedited Reports Total						**3,892.00**	**319.15**
		53400 Rent and Utilities : Repairs and				600.00	45.12
Jose's Gardening Services	Operations and Housekeeping Services	Maintenance	101 General	LLC 3025	November		
				LLC 3026	December	600.00	45.12
	Operations and Housekeeping Services Total					**1,200.00**	**90.24**
Jose's Gardening Services Total						**1,200.00**	**90.24**
		53400 Rent and Utilities : Repairs and				155.00	11.66
Orkin	Operations and Housekeeping Services	Maintenance	101 General	LLC 287354128	December (12-18)		
	Operations and Housekeeping Services Total					**155.00**	**11.66**
Orkin Total						**155.00**	**11.66**
		54301 Postage & Delivery Expense :		LLC 8000-9090-1005-		19,720.95	1,482.99
Pitney Bowes Bank Inc Purchase Power	Postage	Postage	101 General	2145 121625	December (12-16)		
				LLC 8000-9090-1005-		36,119.26	2,716.13
				2145 011626	January (1-16)		
	Postage Total					**55,840.21**	**4,199.12**
Pitney Bowes Bank Inc Purchase Power Total						**55,840.21**	**4,199.12**
		52802 Office Supplies Expense : Office				2,100.00	157.92
Pitney Bowes Global Financial Services	Office Expense	Supplies - COS	101 General	LLC 1028637897	December (12-13)		
	Office Expense Total					**2,100.00**	**157.92**
Pitney Bowes Global Financial Services Total						**2,100.00**	**157.92**
		56334 Program Fees & Other Instructional : Program Fees - Non K12				632.36	44.15
WPS	Materials and Supplies	Teacher Materials	280 SPED	LLC Q49097	December (12-15)		
	Materials and Supplies Total					**632.36**	**44.15**
WPS Total						**632.36**	**44.15**
		56410 Program Fees & Other Instructional : Program Fees - Non K12				16.00	1.20
Zoom Video Communications, Inc.	Materials and Supplies	Curriculum	300 Supp	LLC INV338188620	January (1-18)		
	Materials and Supplies Total					**16.00**	**1.20**
Zoom Video Communications, Inc. Total						**16.00**	**1.20**
		51817 Professional Svcs & Outside Labor : Special Education Professional				5,590.00	458.37
AXIS Teletherapy	Subagreements for Services	Services	280 SPED	LLC 4122	December		
	Subagreements for Services Total					**5,590.00**	**458.37**
		51817 Professional Svcs & Outside Labor : Special Education Professional				9,830.60	806.12
	Materials and Supplies	Services	280 SPED	LLC 4050	November		
	Materials and Supplies Total					**9,830.60**	**806.12**
AXIS Teletherapy Total						**15,420.60**	**1,264.49**
		55801 Dues, Memberships & Research				2,850.00	214.32
ISAFE Enterprises LLC	Dues and Memberships	Svcs : Memberships	101 General	LLC IVC13709	August (8-20)		

Transaction Details
iQ Academy - LA

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	iQ
ISAFE Enterprises LLC	**Dues and Memberships Total**					**2,850.00**	**214.32**
ISAFE Enterprises LLC Total						**2,850.00**	**214.32**
		53400 Rent and Utilities : Repairs and				924.00	69.48
Ontario Refrigeration	**Operations and Housekeeping Services**	Maintenance	**101 General**	LLC GW37533M	January (1-1)		
	Operations and Housekeeping Services Total					**924.00**	**69.48**
Ontario Refrigeration Total						**924.00**	**69.48**
		52802 Office Supplies Expense : Office				905.58	68.10
Quill Corporation	**Office Expense**	Supplies - COS	**101 General**	LLC 46806121	December (12-2)		
				LLC 47052884	December (12-17)	862.29	64.84
				LLC 47215120	January (1-5)	862.29	64.84
				LLC 47243156	January (1-6)	803.09	60.39
				LLC 47294084	January (1-9)	431.15	32.42
	Office Expense Total					**3,864.40**	**290.60**
Quill Corporation Total						**3,864.40**	**290.60**
		53302 Rent and Utilities : Utilities,		LLC 700203189681		2,204.66	165.79
Southern California Edison	**Utilities**	CAM, and Real Estate	**101 General**	121125	November		
				LLC 700203189681		2,063.25	155.15
				011326	December		
	Utilities Total					**4,267.91**	**320.94**
Southern California Edison Total						**4,267.91**	**320.94**
		53302 Rent and Utilities : Utilities,				684.88	51.50
City of Simi Valley	**Utilities**	CAM, and Real Estate	**101 General**	LLC 71028065	December (12-31)		
	Utilities Total					**684.88**	**51.50**
City of Simi Valley Total						**684.88**	**51.50**
		54301 Postage & Delivery Expense :	*** (80Line 30) 101**			24.18	1.82
Integration Inc.	**Postage**	Postage	**General**	LLC 260104	January (1-8)		
	Postage Total					**24.18**	**1.82**
		52801 Office Supplies Expense :				175.50	13.20
		Business Expense/Printing &	*** (80Line 30) 101**				
	Printing Expense	Reproduction	**General**	LLC 260104	January (1-8)		
	Printing Expense Total					**175.50**	**13.20**
Integration Inc. Total						**199.68**	**15.02**
		51801 Professional Svcs & Outside				61,500.00	4,624.73
Storbeck Search LLC	**Outside Service-General**	Labor : Other Professional Services	**101 General**	LLC INV-19808	December (12-31)		
	Outside Service-General Total					**61,500.00**	**4,624.73**
Storbeck Search LLC Total						**61,500.00**	**4,624.73**
		56334 Program Fees & Other				185.74	12.96
		Instructional : Program Fees - Non K12					
Stuttering Therapy Resources, Inc.	**Materials and Supplies**	Teacher Materials	**280 SPED**	LLC 25909	January (1-12)		
	Materials and Supplies Total					**185.74**	**12.96**
Stuttering Therapy Resources, Inc. Total						**185.74**	**12.96**
		55304 Facilities & Equipment Rental				3,036.70	228.36
UBEO Business Services	**Equipment Rental Expense**	Expense : Equipment Rental	**101 General**	LLC 5136275	January (1-12)		
	Equipment Rental Expense Total					**3,036.70**	**228.36**
UBEO Business Services Total						**3,036.70**	**228.36**
		51801 Professional Svcs & Outside				7,500.00	563.99
FusionPlus Inc	**Outside Service-General**	Labor : Other Professional Services	**101 General**	LLC INV-1029	December		
				LLC INV-1030	January	7,500.00	563.99
	Outside Service-General Total					**15,000.00**	**1,127.98**
FusionPlus Inc Total						**15,000.00**	**1,127.98**
		52802 Office Supplies Expense : Office				930.13	69.94
Successories	**Office Expense**	Supplies - COS	**101 General**	SO-676911/S463195	January		
	Office Expense Total					**930.13**	**69.94**
Successories Total						**930.13**	**69.94**
		52802 Office Supplies Expense : Office				752.61	56.60
Red Robin	**Office Expense**	Supplies - COS	**101 General**	1051922	January		
	Office Expense Total					**752.61**	**56.60**
Red Robin Total						**752.61**	**56.60**
Grand Total						**264,383.51**	**20,722.30**

IQ Academy at Los Angeles
Board Disbursements A/P Payment History
February 01, 2026 - February 28, 2026

Vendor	Description	Total
ADP, Inc.	Payroll Services	1,305,679.69
LACOE Division of School Financial Srvcs	STRS Retirement	350,571.79
The Stepping Stones Group LLC	Special Education Contracted Services	168,894.08
Behavior Education Consulting Center	Psychological Services for SPED Students	40,589.00
Anchor Counseling & Education Solutions	Special Education Contracted Services	39,053.66
Specialized Education of California, Inc.	Special Education Contracted Services	29,496.98
Beach Cities Learning, LLC	Special Education SAI Services	27,541.24
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services	27,309.29
Rids Brother Company Inc	Transportation Services	20,705.00
Rock and Roll Academy Inc.	After school club	17,875.00
El Paseo Children's Center, Inc.	Special Education Contracted Services	17,814.14
Communicology, Inc., DBA, TeleSesh	Language and Speech Therapy	17,597.00
E-Therapy Intermediate, INC	Special Education Contracted Services	12,987.72
California Teachers Association	Union Dues	11,375.00
Portview Preparatory, Inc.	Special Education Contracted Services	11,115.28
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	11,098.58
Wayfinder Family Services	NPS placement and services	11,057.61
Bridgeport School	Special Education Contracted Services	10,747.47
Effectual Educational Consulting Service	Special Education Services	10,430.83
Summit View School	Special Education Contracted Services	10,402.55
Grace Speech Therapy Corp.	SLP IEP Attendance	9,646.17
Braille Abilities, LLC	Special Education Orientation and Mobility Services	8,991.67
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	7,724.76
Sunrise School	Special Education Contracted Services	6,732.64
Speech Guy, LLC	Special Education Contracted Services	5,864.25
Specialized Therapy Services Inc	Special Education Contracted Services	5,826.25
Law Offices of Young, Minney & Corr, LLP	Legal Services	5,671.50
Dynamic Hope Schools	Special Education Contracted Services	5,615.92
EverDriven Technologies LLC	Fuel Surcharge	4,595.34
The Center for Learning Unlimited	Special Education Contracted Services	4,539.84
MK Innovations Inc dba The Silly Room	Special Education Contracted Services	4,216.50
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy	3,786.00
CDW Government	Webcam for student	3,374.73
Backstage Health	Mileage Reimbursement	3,284.80
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	3,034.60
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	2,849.88
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	2,793.75
Jabbergym, LLC	Language and Speech Therapy	2,484.25
Joan Macy DBA Renaissance Community Prep	Special Education Contracted Services	2,354.66
Oxford Consulting Services	Special Education Contracted Services	1,996.50
Foundations Therapy Service	Special Education Contracted Services	1,534.63
ECE 4 Autism	Special Education Contracted Services	1,214.32
EMHSports USA, Inc	Special Education Contracted Services	1,080.00
Adapted Child's Play	Special Education Contracted Services	1,059.49
Augmentative Communications Solutions	Special Education Contracted Services	1,040.00
Bridge The Gap Sped, LLC	Special Education Contracted Services	964.00
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services	943.00
iTherapy	Special Education Contracted Services	937.50
Chase Boyle dba Snow Counseling	Special Education Contracted Services	899.38
Kadiant, LLC	Special Education Contracted Services	898.32
eLuma	Special Individual Counseling Services	770.00
Symbal Inc	Language and Speech Therapy	750.00
Link Teletherapy	Occupational Therapy	745.00
Judith A. Kroeger, Inc.	Special Education Contracted Services	637.43
ACES Clinics INC	Language and Speech Therapy	603.75
Stepping Stones Therapy	Special Education Contracted Services	512.00
Sally Gonzalez	Special Education Professional Services	450.00
Partners in Special Education	Special Education Contracted Services	390.00
A1 Speech Therapy, Inc.	Special Education Contracted Services	384.00
Nova Health Therapies, Inc.	Language and Speech Therapy	320.00
Apple Inc.	Special Education Contracted Services	299.99

AM Speech Therapy, Inc.	Language and Speech Therapy	262.50
Amazon Capital Services	Staff Office Supplies	257.97
SPEAK! Speech and Language	Language and Speech Therapy	210.00
Alyssa Guerrero	AT Report Reviews	172.50
Justine Sherman & Associates, Inc.	Special Education Contracted Services	152.50
Virtual Speech Solutions	Language and Speech Therapy	125.00
Therapy Bubble	Language and Speech Therapy	113.67
Milestones Therapy Group	Language and Speech Therapy	90.00
City Printing & Graphics	CAVA Badges, Envelopes and Seals	60.33
Deaf and Hard of Hearing Educational Solutions, Inc.	SPED Services	24.17
Grand Total		**2,265,627.37**

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Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #7393 - Effectual Educational Consulting Service(IQ Academy)					(492.00)
	Bill	**02/21/2026**	INV-12188		
	Bill	**02/21/2026**	INV-12196		(799.50)
	Bill	**02/21/2026**	INV-12203		(625.00)
	Bill	**02/21/2026**	INV-12212		(922.50)
	Bill	**02/21/2026**	INV-12222		(492.00)
	Bill	**02/21/2026**	INV-12242		(1,950.00)
	Bill	**02/21/2026**	INV-12253		(405.00)
	Bill	**02/21/2026**	INV-12264		(153.75)
	Bill	**02/21/2026**	INV-12279		(307.50)
	Bill	**02/21/2026**	INV-12286		(143.00)
	Bill	**02/21/2026**	INV-12306		(315.00)
	Bill	**02/21/2026**	INV-12313		(70.00)
	Bill	**02/21/2026**	INV-12328		(780.00)
	Bill	**02/21/2026**	INV-12343		(1,610.00)
	Bill	**02/21/2026**	INV-12369		(584.25)
	Bill	**02/21/2026**	INV-12378		(187.50)
	Bill	**02/21/2026**	INV-12387		(280.00)
	Bill	**02/21/2026**	INV-12409		(145.83)
	Bill	**02/21/2026**	INV-12412		(45.00)
	Bill Payment	**02/23/2026**	7393		10,307.83
Bill Payment #7323 - Effectual Educational Consulting Service(IQ Academy)					(123.00)
	Bill	**02/06/2026**	INV-12178		
	Bill Payment	**02/11/2026**	7323		123.00
Amount Unapplied - Bill Payment #7393 - Effectual Educational Consulting Service(IQ Academy)					(0.00)
					(0.00)
Bill Payment #7331 - PrentGraf Ltd dba TalkPath Live(iQ Academy)					(3,034.60)
	Bill	**02/06/2026**	INV-01143		
	Bill Payment	**02/11/2026**	7331		3,034.60
					0.00
Bill Payment #7385 - Anchor Counseling & Education Solutions(IQ Academy)					(7,452.00)
	Bill	**02/21/2026**	INV-08309		
	Bill	**02/21/2026**	INV-08310		(17,700.08)
	Bill	**02/21/2026**	INV-08317		(233.37)
	Bill Payment	**02/23/2026**	7385		25,385.45
Bill Payment #7310 - Anchor Counseling & Education Solutions(IQ Academy)					(510.60)
	Bill	**02/06/2026**	INV-08258		
	Bill	**02/06/2026**	INV-08261		(638.36)
	Bill	**02/06/2026**	INV-08262		(978.75)
	Bill	**02/06/2026**	INV-08279		(11,501.00)
	Bill	**02/06/2026**	INV-08285		(39.50)
	Bill Payment	**02/11/2026**	7310		13,668.21
Amount Unapplied - Bill Payment #7385 - Anchor Counseling & Education Solutions(IQ Academy)					(0.00)
Amount Unapplied - Bill Payment #7310 - Anchor Counseling & Education Solutions(IQ Academy)					(0.00)
					(0.00)
Bill Payment #7369 - Law Offices of Young, Minney & Corr, LLP(IQ Academy)					(5,671.50)
	Bill	**02/18/2026**	20826		
	Bill Payment	**02/18/2026**	7369		5,671.50
					0.00
Bill Payment #7394 - Grace Speech Therapy Corp.(iQ Academy)					(837.00)
	Bill	**02/21/2026**	INV-02914		
	Bill	**02/21/2026**	INV-02919		(62.00)
	Bill	**02/21/2026**	INV-02931		(279.00)
	Bill	**02/21/2026**	INV-02946		(527.00)
	Bill	**02/21/2026**	INV-02947		(155.00)
	Bill	**02/21/2026**	INV-02951		(237.67)
	Bill	**02/21/2026**	INV-02956		(1,147.00)
	Bill	**02/21/2026**	INV-02960		(93.00)
	Bill	**02/21/2026**	INV-02961		(124.00)
	Bill	**02/21/2026**	INV-02963		(155.00)
	Bill Payment	**02/23/2026**	7394		3,616.67
Bill Payment #7366 - Grace Speech Therapy Corp.(iQ Academy)					(1,885.83)
	Bill	**02/18/2026**	INV-02876		
	Bill	**02/18/2026**	INV-02896		(1,260.67)
	Bill Payment	**02/18/2026**	7366		3,146.50
Bill Payment #7326 - Grace Speech Therapy Corp.(iQ Academy)					(713.00)
	Bill	**02/06/2026**	INV-02810		
	Bill	**02/06/2026**	INV-02821		(62.00)
	Bill	**02/06/2026**	INV-02831		(279.00)
	Bill	**02/06/2026**	INV-02832		(124.00)

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Bill Payment #7326 - Grace Speech Therapy Corp.(iQ	Bill	**02/06/2026**	INV-02833	(124.00)
	Bill	**02/06/2026**	INV-02856	(1,488.00)
	Bill	**02/06/2026**	INV-02857	(93.00)
	Bill Payment	**02/11/2026**	7326	2,883.00
				0.00
Bill Payment #7386 - Arc Speech Pathology Network DBA				(595.63)
Arc Therapy Network(iQ Academy)	Bill	**02/21/2026**	INV-01553	
	Bill	**02/21/2026**	INV-01552	(1,111.25)
	Bill Payment	**02/23/2026**	7386	1,706.88
Bill Payment #7311 - Arc Speech Pathology Network DBA				(31.75)
Arc Therapy Network(iQ Academy)	Bill	**02/06/2026**	INV-01528	
	Bill	**02/06/2026**	INV-01526	(1,111.25)
	Bill Payment	**02/11/2026**	7311	1,143.00
				0.00
				(10.70)
Bill Payment #7384 - Amazon Capital Services(iQ Academy)	Bill	**02/21/2026**	11JP-PV9D-PC4Q	
	Bill	**02/21/2026**	1L99-39JJ-RTV6	(96.95)
	Bill	**02/21/2026**	1W9G-TTLL-R7XP	(99.43)
	Bill Payment	**02/23/2026**	7384	207.08
				(50.89)
Bill Payment #7309 - Amazon Capital Services(iQ Academy)	Bill	**02/06/2026**	1TY6-JX31-LYWF	
	Bill Payment	**02/11/2026**	7309	50.89
				0.00
Bill Payment #7390 - Communicology, Inc., DBA,				(139.50)
TeleSesh(iQ Academy)	Bill	**02/21/2026**	INV-01568	
	Bill	**02/21/2026**	INV-01592	(460.50)
	Bill	**02/21/2026**	INV-01591	(4,780.03)
	Bill	**02/21/2026**	INV-01599	(46.50)
	Bill Payment	**02/23/2026**	7390	5,426.53
Bill Payment #7357 - Communicology, Inc., DBA,				(4,622.67)
TeleSesh(iQ Academy)	Bill	**02/18/2026**	INV-01550	
	Bill	**02/18/2026**	INV-01562	(855.50)
	Bill Payment	**02/18/2026**	7357	5,478.17
Bill Payment #7321 - Communicology, Inc., DBA,				(580.75)
TeleSesh(iQ Academy)	Bill	**02/06/2026**	INV-01484	
	Bill	**02/06/2026**	INV-01496	(1,197.75)
	Bill	**02/06/2026**	INV-01501	(348.75)
	Bill	**02/06/2026**	INV-01521	(4,472.05)
	Bill	**02/06/2026**	INV-01527	(93.00)
	Bill Payment	**02/11/2026**	7321	6,692.30
				0.00
Bill Payment #7407 - Speech Guy, LLC(iQ Academy)	Bill	**02/21/2026**	INV-01698	(1,046.00)
	Bill	**02/21/2026**	INV-01708	(932.00)
	Bill Payment	**02/23/2026**	7407	1,978.00
Bill Payment #7377 - Speech Guy, LLC(iQ Academy)	Bill	**02/18/2026**	INV-01688	(1,901.75)
	Bill Payment	**02/18/2026**	7377	1,901.75
Bill Payment #7338 - Speech Guy, LLC(iQ Academy)	Bill	**02/06/2026**	INV-01678	(1,984.50)
	Bill Payment	**02/11/2026**	7338	1,984.50
				0.00
Bill Payment #7412 - TheraStaffers(iQ Academy)	Bill	**02/21/2026**	INV-01060	(2,406.50)
	Bill Payment	**02/23/2026**	7412	2,406.50
Bill Payment #7345 - TheraStaffers(iQ Academy)	Bill	**02/06/2026**	INV-01042	(1,379.50)
	Bill Payment	**02/11/2026**	7345	1,379.50
				0.00
Bill Payment #7391 - E-Therapy Intermediate, INC(iQ				(1,882.76)
Academy)	Bill	**02/21/2026**	INV-10218	
	Bill	**02/21/2026**	INV-10261	(26.67)
	Bill	**02/21/2026**	INV-10267	(744.00)
	Bill	**02/21/2026**	INV-10283	(26.67)
	Bill	**02/21/2026**	INV-10234	(2,118.88)
	Bill	**02/21/2026**	INV-10304	(738.00)
	Bill Payment	**02/23/2026**	7391	5,536.98
Bill Payment #7360 - E-Therapy Intermediate, INC(iQ				(984.25)
Academy)	Bill	**02/18/2026**	INV-10219	
	Bill	**02/18/2026**	INV-10178	(3,450.64)
	Bill	**02/18/2026**	INV-10224	(744.25)
	Bill	**02/18/2026**	INV-10252	(26.67)
	Bill Payment	**02/18/2026**	7360	5,205.81
Bill Payment #7322 - E-Therapy Intermediate, INC(iQ				(26.67)
Academy)	Bill	**02/06/2026**	INV-10187	
	Bill	**02/06/2026**	INV-10188	(862.00)
	Bill	**02/06/2026**	INV-10158	(1,356.26)
	Bill Payment	**02/11/2026**	7322	2,244.93
Amount Unapplied - Bill Payment #7360 - E-Therapy Intermediate, INC(iQ Academy)				0.00
				0.00

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Bill Payment #7376 - Sally Gonzalez(iQ Academy)	Bill	**02/18/2026**	INV-00432		(225.00)
	Bill Payment	**02/18/2026**	7376		225.00
Bill Payment #7334 - Sally Gonzalez(iQ Academy)	Bill	**02/06/2026**	INV-00431		(225.00)
	Bill Payment	**02/11/2026**	7334		225.00
					0.00
Bill Payment #7406 - Specialized Therapy Services Inc(IQ Academy)					(2,842.50)
	Bill	**02/21/2026**	INV-01484		
	Bill Payment	**02/23/2026**	7406		2,842.50
Bill Payment #7337 - Specialized Therapy Services Inc(IQ Academy)					(2,983.75)
	Bill	**02/06/2026**	INV-01467		
	Bill Payment	**02/11/2026**	7337		2,983.75
					0.00
Bill Payment #ACH 2/9/26 - ADP, Inc.(iQ Academy)	Bill	**02/15/2026**	ADP Payroll (1) (01/16/26-01/31/26) - Feb 202	04DPfeb26IQ - ADP Payroll (1) (01/16/26-01/31/26) - Feb 2026	(557,827.83)
	Bill Payment	**02/25/2026**	ACH 2/9/26		557,827.83
Bill Payment #ACH 2/25/26 - ADP, Inc.(iQ Academy)	Bill	**02/15/2026**	ADP Payroll (2) (02/01/26-02/15/26) -Feb 202	04DPfeb26IQ - ADP Payroll (2) (02/01/26-02/15/26) -Feb 2026	(567,691.81)
	Bill Payment	**02/25/2026**	ACH 2/25/26		567,691.81
Bill Payment #ACH 2/10/26 - ADP, Inc.(iQ Academy)	Bill	**02/20/2026**		05DPfeb26IQ - ADP Benefits - Feb 2026	(180,160.05)
	Bill Payment	**02/10/2026**	ACH 2/10/26		180,160.05
					0.00
Bill Payment #7365 - Foundations Therapy Service(iQ Academy)					(232.13)
	Bill	**02/18/2026**	INV-01137		
	Bill	**02/18/2026**	INV-01148		(358.50)
	Bill Payment	**02/18/2026**	7365		590.63
Bill Payment #7325 - Foundations Therapy Service(iQ Academy)					(944.00)
	Bill	**02/06/2026**	INV-01126		
	Bill Payment	**02/11/2026**	7325		944.00
					0.00
Bill Payment #7351 - Beach Cities Learning, LLC(iQ Academy)					(2,989.04)
	Bill	**02/18/2026**	LIS0029007 Chen		
			LIS0029007 Williams &		(11,175.89)
	Bill	**02/18/2026**	Ortiz		
	Bill Payment	**02/18/2026**	7351		14,164.93
Bill Payment #7315 - Beach Cities Learning, LLC(iQ Academy)					(9,336.90)
	Bill	**02/06/2026**	LIS0030451		
	Bill	**02/06/2026**	LIS0030457		(4,039.41)
	Bill Payment	**02/11/2026**	7315		13,376.31
					0.00
Bill Payment #7317 - Braille Abilities, LLC(iQ Academy)	Bill	**02/06/2026**	INV-00408		(5,541.67)
	Bill	**02/06/2026**	INV-00407		(3,450.00)
	Bill Payment	**02/11/2026**	7317		8,991.67
					0.00
Bill Payment #7353 - CDW Government(IQ Academy)	Bill	**02/18/2026**	AH8187V		(151.83)
	Bill	**02/18/2026**	AH8431S		(821.37)
	Bill Payment	**02/18/2026**	7353		973.20
Bill Payment #7320 - CDW Government(IQ Academy)	Bill	**02/06/2026**	AH7525D		(749.10)
	Bill	**02/06/2026**	AH7FG6K		(751.96)
	Bill	**02/06/2026**	AH8A18L		(135.76)
	Bill	**02/06/2026**	AH8HI8J		(764.71)
	Bill Payment	**02/11/2026**	7320		2,401.53
					0.00
Bill Payment #7371 - MK Innovations Inc dba The Silly Room(iQ Academy)					(4,216.50)
	Bill	**02/18/2026**	INV-00872		
	Bill Payment	**02/18/2026**	7371		4,216.50
					0.00
Bill Payment #7361 - El Paseo Children's Center, Inc.(iQ Academy)					(6,194.51)
	Bill	**02/18/2026**	INV-01484		
	Bill Payment	**02/18/2026**	7361		6,194.51
Bill Payment #7324 - El Paseo Children's Center, Inc.(iQ Academy)					(11,619.63)
	Bill	**02/06/2026**	INV-01474		
	Bill Payment	**02/11/2026**	7324		11,619.63
					0.00
Bill Payment #7408 - Stepping Stones Therapy(iQ Academy)					(192.00)
	Bill	**02/21/2026**	INV-01037		
	Bill Payment	**02/23/2026**	7408		192.00
Bill Payment #7378 - Stepping Stones Therapy(iQ Academy)					(192.00)
	Bill	**02/18/2026**	INV-01032		
	Bill	**02/18/2026**	INV-01028		(128.00)
	Bill Payment	**02/18/2026**	7378		320.00
					0.00
Bill Payment #7308 - AM Speech Therapy, Inc.(iQ Academy)					(262.50)
	Bill	**02/06/2026**	INV-00040		
	Bill Payment	**02/11/2026**	7308		262.50
					0.00

Bill Payment #7355 - Christy Bock dba Cornerstone Educational Solutions(iQ Academy)				(27,309.29)
	Bill	**02/18/2026**	INV-00694	
	Bill Payment	**02/18/2026**	7355	27,309.29
				0.00
Bill Payment #7362 - eLuma(IQ Academy)	Bill	**02/18/2026**	VST-01335	(770.00)
	Bill Payment	**02/18/2026**	7362	770.00
				0.00
Bill Payment #7370 - Link Teletherapy(iQ Academy)	Bill	**02/18/2026**	INV-00068	(745.00)
	Bill Payment	**02/18/2026**	7370	745.00
				0.00
Bill Payment #7410 - The Stepping Stones Group LLC(iQ Academy)				(368.50)
	Bill	**02/21/2026**	INV-01393	
	Bill	**02/21/2026**	INV-01396	(334.08)
	Bill	**02/21/2026**	M0274366	(71,237.50)
	Bill Payment	**02/23/2026**	7410	71,940.08
Bill Payment #7379 - The Stepping Stones Group LLC(iQ Academy)				(134.00)
	Bill	**02/18/2026**	INV-01379	
	Bill Payment	**02/18/2026**	7379	134.00
Bill Payment #7343 - The Stepping Stones Group LLC(iQ Academy)				(185.50)
	Bill	**02/06/2026**	INV-01363	
	Bill	**02/06/2026**	INV-01351	(402.00)
	Bill	**02/06/2026**	M0264940	(96,232.50)
	Bill Payment	**02/11/2026**	7343	96,820.00
				0.00
Bill Payment #7389 - Behavior Education Consulting Center(iQ Academy)				(18,389.00)
	Bill	**02/21/2026**	INV-00256	
	Bill Payment	**02/23/2026**	7389	18,389.00
Bill Payment #7316 - Behavior Education Consulting Center(iQ Academy)				(11,280.00)
	Bill	**02/06/2026**	INV-00239	
	Bill	**02/06/2026**	INV-00248	(10,920.00)
	Bill Payment	**02/11/2026**	7316	22,200.00
				0.00
Bill Payment #7352 - California Teachers Association(IQ Academy)				(11,375.00)
	Bill	**02/18/2026**	Union Dues - 012026	
	Bill Payment	**02/18/2026**	7352	11,375.00
				0.00
Bill Payment #7307 - ACES Clinics INC(iQ Academy)	Bill	**02/06/2026**	INV-00040	(603.75)
	Bill Payment	**02/11/2026**	7307	603.75
				0.00
Bill Payment #7313 - Axis Teletherapy(iQ Academy)	Bill	**02/06/2026**	INV-02435	(1,250.00)
	Bill	**02/06/2026**	INV-02432	(1,073.25)
	Bill	**02/06/2026**	INV-02436	(1,930.00)
	Bill	**02/06/2026**	INV-02462	(278.75)
	Bill	**02/06/2026**	INV-02433	(1,005.75)
	Bill	**02/06/2026**	INV-02434	(562.50)
	Bill	**02/06/2026**	INV-02464	(204.00)
	Bill	**02/06/2026**	INV-02431	(785.07)
	Bill	**02/06/2026**	INV-02463	(390.00)
	Bill	**02/06/2026**	INV-02465	(245.44)
	Bill Payment	**02/11/2026**	7313	7,724.76
Amount Unapplied - Bill Payment #7313 - Axis Teletherapy(iQ Academy)				0.00
				0.00
Bill Payment #7354 - Chase Boyle dba Snow Counseling(iQ Academy)				(70.00)
	Bill	**02/18/2026**	INV-01010	
	Bill	**02/18/2026**	INV-01006	(671.88)
	Bill	**02/18/2026**	INV-01018	(157.50)
	Bill Payment	**02/18/2026**	7354	899.38
				0.00
Bill Payment #7392 - ECE 4 Autism(iQ Academy)	Bill	**02/21/2026**	02203966	(1,214.32)
	Bill Payment	**02/23/2026**	7392	1,214.32
				0.00
Bill Payment #7363 - EMHSports USA, Inc(IQ Academy)	Bill	**02/18/2026**	INV-04200	(540.00)
	Bill	**02/18/2026**	INV-04216	(540.00)
	Bill Payment	**02/18/2026**	7363	1,080.00
				0.00
Bill Payment #7368 - Kadiant, LLC(iQ Academy)	Bill	**02/18/2026**	INV-00358	(898.32)
	Bill Payment	**02/18/2026**	7368	898.32
				0.00
Bill Payment #7400 - National TeleTherapy Resources, a Speech Pathology Corp.(iQ Academy)				(243.83)
	Bill	**02/21/2026**	INV-10903	
	Bill	**02/21/2026**	INV-10910	(37.50)
	Bill Payment	**02/23/2026**	7400	281.33
Bill Payment #7372 - National TeleTherapy Resources, a Speech Pathology Corp.(iQ Academy)				(747.25)
	Bill	**02/18/2026**	INV-10860	
	Bill	**02/18/2026**	INV-10861	(128.00)

Bill Payment #7372 - National TeleTherapy Resources, a	Bill	**02/18/2026**	INV-10862		(676.86)
	Bill	**02/18/2026**	INV-10863		(443.00)
	Bill	**02/18/2026**	INV-10864		(133.00)
	Bill	**02/18/2026**	INV-10865		(699.96)
	Bill Payment	**02/18/2026**	7372		2,828.07
Bill Payment #7329 - National TeleTherapy Resources, a					(714.00)
Speech Pathology Corp.(iQ Academy)	Bill	**02/06/2026**	INV-10760		
	Bill	**02/06/2026**	INV-10761		(847.00)
	Bill	**02/06/2026**	INV-10762		(384.00)
	Bill	**02/06/2026**	INV-10763		(266.00)
	Bill	**02/06/2026**	INV-10764		(266.00)
	Bill	**02/06/2026**	INV-10765		(338.25)
	Bill	**02/06/2026**	INV-10766		(921.75)
	Bill	**02/06/2026**	INV-10767		(110.83)
	Bill	**02/06/2026**	INV-10768		(291.64)
	Bill	**02/06/2026**	INV-10769		(459.96)
	Bill	**02/06/2026**	INV-10770		(310.75)
	Bill	**02/06/2026**	INV-10771		(2,666.50)
	Bill	**02/06/2026**	INV-10792		(262.50)
	Bill	**02/06/2026**	INV-10800		(37.50)
	Bill	**02/06/2026**	INV-10809		(112.50)
	Bill Payment	**02/11/2026**	7329		7,989.18
Amount Unapplied - Bill Payment #7329 - National TeleTherapy Resources, a Speech Pathology Corp.(iQ Academy)					0.00
					0.00
Bill Payment #7401 - Oxford Consulting Services(IQ Academy)					(1,584.00)
	Bill	**02/21/2026**	INV-02353		
	Bill	**02/21/2026**	INV-02352		(55.00)
	Bill	**02/21/2026**	INV-02355		(55.00)
	Bill	**02/21/2026**	INV-02354		(165.00)
	Bill	**02/21/2026**	INV-02351		(137.50)
	Bill Payment	**02/23/2026**	7401		1,996.50
					0.00
					(2,018.75)
Bill Payment #7375 - PresenceLearning, Inc.(iQ Academy)	Bill	**02/18/2026**	INV-09673		
	Bill Payment	**02/18/2026**	7375		2,018.75
					(775.00)
Bill Payment #7332 - PresenceLearning, Inc.(iQ Academy)	Bill	**02/06/2026**	INV-09664		
	Bill Payment	**02/11/2026**	7332		775.00
					0.00
					(125.00)
Bill Payment #7346 - Virtual Speech Solutions(iQ Academy)	Bill	**02/06/2026**	INV-00024		
	Bill Payment	**02/11/2026**	7346		125.00
					0.00
					(5,615.92)
Bill Payment #7359 - Dynamic Hope Schools(iQ Academy)	Bill	**02/18/2026**	1289 Gonzalez		
	Bill Payment	**02/18/2026**	7359		5,615.92
					0.00
Bill Payment #7395 - iTherapy(iQ Academy)	Bill	**02/21/2026**	INV-00088		(343.75)
	Bill Payment	**02/23/2026**	7395		343.75
Bill Payment #7327 - iTherapy(iQ Academy)	Bill	**02/06/2026**	INV-00079		(593.75)
	Bill Payment	**02/11/2026**	7327		593.75
					0.00
Bill Payment #7358 - Deaf and Hard of Hearing Educational Solutions, Inc.(iQ Academy)					(24.17)
	Bill	**02/18/2026**	INV-00154		
	Bill Payment	**02/18/2026**	7358		24.17
					0.00
Bill Payment #7402 - Portview Preparatory, Inc.(iQ Academy)					(11,115.28)
	Bill	**02/21/2026**	28410		
	Bill Payment	**02/23/2026**	7402		11,115.28
					0.00
Bill Payment #7405 - Specialized Education of California, Inc.(iQ Academy)					(7,137.35)
	Bill	**02/21/2026**	INV238758		
	Bill Payment	**02/23/2026**	7405		7,137.35
Bill Payment #7336 - Specialized Education of California, Inc.(iQ Academy)					(3,761.50)
	Bill	**02/06/2026**	INV228898		
	Bill	**02/06/2026**	INV229255		(7,323.46)
	Bill	**02/06/2026**	INV230882		(7,867.71)
	Bill	**02/06/2026**	INV236632		(3,406.96)
	Bill Payment	**02/11/2026**	7336		22,359.63
					0.00
Bill Payment #iQ-ACH 02/2026 STRS - LACOE Division of School Financial Srvcs(IQ Academy)					(350,571.79)
	Bill	**02/25/2026**	IQ - FEB 2026 STRS	IQ - FEB 2026 STRS	
	Bill Payment	**02/25/2026**	iQ-ACH 02/2026 STRS	IQ - FEB 2026 STRS	350,571.79
					0.00

Bill Payment #7382 - Adapted Child's Play(iQ Academy)	Bill	**02/21/2026**	INV-00702	(1,059.49)
	Bill Payment	**02/23/2026**	7382	1,059.49
				0.00
Bill Payment #7398 - Judith A. Kroeger, Inc.(iQ Academy)	Bill	**02/21/2026**	INV-00118	(637.43)
	Bill Payment	**02/23/2026**	7398	637.43
				0.00
Bill Payment #7404 - SPEAK! Speech and Language(iQ Academy)	Bill	**02/21/2026**	INV-00108	(150.00)
	Bill Payment	**02/23/2026**	7404	150.00
Bill Payment #7335 - SPEAK! Speech and Language(iQ Academy)	Bill	**02/06/2026**	INV-00101	(60.00)
	Bill Payment	**02/11/2026**	7335	60.00
				0.00
Bill Payment #7409 - The Center for Learning Unlimited(iQ Academy)	Bill	**02/21/2026**	27267	(2,459.08)
	Bill Payment	**02/23/2026**	7409	2,459.08
Bill Payment #7342 - The Center for Learning Unlimited(iQ Academy)	Bill	**02/06/2026**	27187	(2,080.76)
	Bill Payment	**02/11/2026**	7342	2,080.76
				0.00
Bill Payment #7383 - Alyssa Guerrero(iQ Academy)	Bill	**02/21/2026**	INV-00041	(57.50)
	Bill Payment	**02/23/2026**	7383	57.50
Bill Payment #7348 - Alyssa Guerrero(iQ Academy)	Bill	**02/18/2026**	INV-00037	(115.00)
	Bill Payment	**02/18/2026**	7348	115.00
				0.00
Bill Payment #7381 - A1 Speech Therapy, Inc.(iQ Academy)	Bill	**02/21/2026**	INV-00406	(384.00)
	Bill Payment	**02/23/2026**	7381	384.00
				0.00
Bill Payment #7387 - Augmentative Communications Solutions(iQ Academy)	Bill	**02/21/2026**	INV-00833	(400.00)
	Bill Payment	**02/23/2026**	7387	400.00
Bill Payment #7350 - Augmentative Communications Solutions(iQ Academy)	Bill	**02/18/2026**	INV-00826	(240.00)
	Bill Payment	**02/18/2026**	7350	240.00
Bill Payment #7312 - Augmentative Communications Solutions(iQ Academy)	Bill	**02/06/2026**	INV-00813	(240.00)
	Bill	**02/06/2026**	INV-00821	(160.00)
	Bill Payment	**02/11/2026**	7312	400.00
				0.00
Bill Payment #7388 - Backstage Health(iQ Academy)	Bill	**02/21/2026**	INV-00156	(2,100.00)
	Bill Payment	**02/23/2026**	7388	2,100.00
Bill Payment #7314 - Backstage Health(iQ Academy)	Bill	**02/06/2026**	INV-00144	(609.80)
	Bill	**02/06/2026**	INV-00135	(575.00)
	Bill Payment	**02/11/2026**	7314	1,184.80
				0.00
Bill Payment #7318 - Bridge The Gap Sped, LLC(iQ Academy)	Bill	**02/06/2026**	INV-00349	(964.00)
	Bill Payment	**02/11/2026**	7318	964.00
				0.00
Bill Payment #7319 - Bridgeport School(iQ Academy)	Bill	**02/06/2026**	IQA1225BP	(6,720.32)
	Bill	**02/06/2026**	IQA1225BPW	(4,027.15)
	Bill Payment	**02/11/2026**	7319	10,747.47
				0.00
Bill Payment #7396 - Jabbergym, LLC(iQ Academy)	Bill	**02/21/2026**	INV-00237	(1,200.00)
	Bill Payment	**02/23/2026**	7396	1,200.00
Bill Payment #7367 - Jabbergym, LLC(iQ Academy)	Bill	**02/18/2026**	INV-00248	(1,284.25)
	Bill Payment	**02/18/2026**	7367	1,284.25
				0.00
Bill Payment #7397 - Joan Macy DBA Renaissance Community Prep(iQ Academy)	Bill	**02/21/2026**	January 2026	(2,354.66)
	Bill Payment	**02/23/2026**	7397	2,354.66
				0.00
Bill Payment #7328 - Milestones Therapy Group(iQ Academy)	Bill	**02/06/2026**	INV-00097	(90.00)
	Bill Payment	**02/11/2026**	7328	90.00
				0.00
Bill Payment #7373 - Partners in Special Education(iQ Academy)	Bill	**02/18/2026**	INV-01280	(390.00)
	Bill Payment	**02/18/2026**	7373	390.00
				0.00
Bill Payment #7374 - Point Quest Pediatric Therapies, LLC(iQ Academy)	Bill	**02/18/2026**	INV-00331	(943.00)
	Bill Payment	**02/18/2026**	7374	943.00
				0.00

K12 : SA : Full Financials CA Node : IQLA
Board Disbursements A/P Payment History by Vendor
February 01, 2026 - February 28, 2026

Bill Payment #7403 - Rids Brother Company Inc(iQ Academy)				(20,705.00)
	Bill	**02/21/2026**	1522	
	Bill Payment	**02/23/2026**	7403	20,705.00
				0.00
Bill Payment #7339 - Summit View School(iQ Academy)	Bill	**02/06/2026**	IQA1225SVW	(10,402.55)
	Bill Payment	**02/11/2026**	7339	10,402.55
				0.00
Bill Payment #7340 - Sunrise School(iQ Academy)	Bill	**02/06/2026**	IQA1225SR	(6,732.64)
	Bill Payment	**02/11/2026**	7340	6,732.64
				0.00
Bill Payment #7341 - Symbal Inc(iQ Academy)	Bill	**02/06/2026**	INV-00048	(750.00)
	Bill Payment	**02/11/2026**	7341	750.00
				0.00
Bill Payment #7347 - Wayfinder Family Services(iQ Academy)				(3,579.73)
	Bill	**02/06/2026**	CNNOV2025	
	Bill	**02/06/2026**	DHNOV2025	(3,965.44)
	Bill	**02/06/2026**	JCNOV2025	(3,512.44)
	Bill Payment	**02/11/2026**	7347	11,057.61
				0.00
Bill Payment #7364 - EverDriven Technologies LLC(iQ Academy)				(4,595.34)
	Bill	**02/18/2026**	81857	
	Bill Payment	**02/18/2026**	7364	4,595.34
				0.00
Bill Payment #7330 - Nova Health Therapies, Inc.(iQ Academy)				(320.00)
	Bill	**02/06/2026**	INV-00049	
	Bill Payment	**02/11/2026**	7330	320.00
				0.00
Bill Payment #7333 - Rock and Roll Academy Inc.(iQ Academy)				(17,875.00)
	Bill	**02/06/2026**	012626	
	Bill Payment	**02/11/2026**	7333	17,875.00
				0.00
Bill Payment #7411 - Therapy Bubble(iQ Academy)	Bill	**02/21/2026**	INV-00061	(62.00)
	Bill Payment	**02/23/2026**	7411	62.00
Bill Payment #7380 - Therapy Bubble(iQ Academy)	Bill	**02/18/2026**	INV-00053	(20.67)
	Bill Payment	**02/18/2026**	7380	20.67
Bill Payment #7344 - Therapy Bubble(iQ Academy)	Bill	**02/06/2026**	INV-00048	(31.00)
	Bill Payment	**02/11/2026**	7344	31.00
				0.00
Bill Payment #7349 - Apple Inc.(IQ Academy)	Bill	**02/18/2026**	MC47493853	(299.99)
	Bill Payment	**02/18/2026**	7349	299.99
				0.00
				(60.33)
Bill Payment #7356 - City Printing & Graphics(IQ Academy)	Bill	**02/18/2026**	26-32721	
	Bill Payment	**02/18/2026**	7356	60.33
				0.00
Bill Payment #7399 - Justine Sherman & Associates, Inc.(iQ Academy)				(152.50)
	Bill	**02/21/2026**	INV-00065	
	Bill Payment	**02/23/2026**	7399	152.50
				0.00
				0.00

Total	**2,265,627.37**

Transaction Summary
IQ Academy California Los Angeles

Vendor	Amount
NCS Pearson, Inc.	2,836.48
Smile From The Inside, Inc.	1,541.58
AppleOne Employment Services	1,388.21
FusionPlus Inc	563.99
Pitney Bowes Bank Inc Purchase Power	473.59
DataBasics, Inc.	410.54
Amazon	293.33
AXIS Teletherapy	293.15
Certified Languages International	285.00
The Back Room Inc	276.73
Supreme Facility Services, Inc.	247.40
AT&T Mobility	232.90
De Lage Landen Financial Services Inc.	205.28
UPS	177.21
Southern California Edison	174.91
Comm-Core	144.23
Bill.com	114.84
Quill Corporation	90.41
ULINE	84.31
Successories	75.91
Green Hasson & Janks LLP	69.71
Verizon Wireless	65.46
Red Robin	56.60
Jose's Gardening Services	45.12
Home Depot	43.59
Everon, LLC	36.77
Viva La Pasta	36.14
Waste Management	27.70
Paper Recycling & Shredding	18.05
City Printing Graphics	16.33
Doctors Wellness Company LLC dba WellnessMart MD	13.99
Pitney Bowes Global Financial Services	13.42
Orkin	12.59
Nothing Bundt Cakes	10.64
Bjorem Speech Publications, LLC	10.50
BlueTriton Brands, Inc	6.01
Zoom Video Communications, Inc.	2.11
Grand Total	**10,394.71**

Transaction Details
iQ Academy - LA

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	iQ
Paper Recycling & Shredding		52802 Office Supplies Expense :				127.00	9.55
	Office Expense	Office Supplies - COS	**101 General**	LLC 620861	January (1-22)		
				LLC 622058	February (2-5)	113.00	8.50
	Office Expense Total					**240.00**	**18.05**
Paper Recycling & Shredding Total						**240.00**	**18.05**
UPS		54302 Postage & Delivery Expense :				442.57	33.28
	Shipping	Messenger & Delivery	**101 General**	LLC 000073Y68E046	January (1-24)		
				LLC 000073Y68E056	January (1-31)	300.32	22.58
				LLC 000073Y68E066	February (2-7)	403.56	30.35
				LLC 000073Y68E076	February (2-14)	249.39	18.75
			280 SPED	LLC 0000V9159W046	January (1-24)	81.56	6.69
				LLC 0000V9159W056	January (1-31)	305.24	25.03
				LLC 0000V9159W066	February (2-7)	196.24	16.09
				LLC 0000V9159W076	February (2-14)	298.03	24.44
	Shipping Total					**2,276.91**	**177.21**
UPS Total						**2,276.91**	**177.21**
Waste Management		53400 Rent and Utilities : Repairs and				171.31	12.88
	Operations and Housekeeping Services	Maintenance	**101 General**	LLC 7326057-0283-4	February		
				LLC 7326072-0283-3	February	197.01	14.81
	Operations and Housekeeping Services Total					**368.32**	**27.70**
Waste Management Total						**368.32**	**27.70**
		53400 Rent and Utilities : Repairs and				3,290.00	247.40
Supreme Facility Services, Inc.	**Operations and Housekeeping Services**	Maintenance	**101 General**	LLC 4729	February		
	Operations and Housekeeping Services Total					**3,290.00**	**247.40**
Supreme Facility Services, Inc. Total						**3,290.00**	**247.40**
		52802 Office Supplies Expense :		112-2455997-		12.87	0.97
Amazon	**Office Expense**	Office Supplies - COS	**101 General**	5582622	January		
				112-3272271-		50.92	3.83
				7036245	January		
				111-2222988-		31.57	2.37
				9552232	January		
				111-7303694-		33.45	2.52
				5329058	January		
				112-0361377-		257.46	19.36
				1801839	January		
				112-9860456-		463.58	34.86
				4016267	January		
				113-2260602-		940.18	70.70
				4421050	January		
				113-7995709-		10.71	0.81
				4909005	January		
				111-5132499-		53.61	4.03
				3986636	January		
				111-2912999-		28.17	2.12
				0849850	January		
				113-6303379-		68.39	5.14
				1818632	January		
				113-2267519-		9.64	0.72
				3902663	February		
				111-0379171-		34.31	2.58
				0670660	February		
				113-7505834-		23.64	1.78
				8483469	February		
				113-2139958-		107.44	8.08
				4266639	February		
				113-9582279-		127.00	9.55
				1231459	February		
				113-9232677-		35.53	2.67
				4260224	February		
				113-6974947-		271.51	20.42
				2853832	February		
				113-2432478-		338.60	25.46
				6141864	February		
				113-9720331-		44.94	3.38
				6302668	February		
				113-1218539-		123.42	9.28
				7519435	February		
				113-7412991-		124.38	9.35
				2538601	February		
				113-3691487-		136.63	10.27
				0289822	February		
				113-5309266-		106.17	7.98
				7427456	February		
				113-4671138-		137.50	10.34
				9105001	February		
				113-6960802-		105.33	7.92
				3073814	February		
				113-8553333-		223.80	16.83
				8013813	February		
	Office Expense Total					**3,900.75**	**293.33**
Amazon Total						**3,900.75**	**293.33**
		53801 Phone & Internet Expense :		LLC 80557846671578		1,335.23	100.41
AT&T Mobility	**Communications**	Telephone	**101 General**	012826	February		
				LLC 7472622115	February	1,761.93	132.50
	Communications Total					**3,097.16**	**232.90**
AT&T Mobility Total						**3,097.16**	**232.90**
		51806 Professional Svcs & Outside Labor : Outside Labor/Temporary				4,470.23	336.16
AppleOne Employment Services	**Outside Service**	Help	**101 General**	LLC 01-7233831	January (1-17)		
				LLC 01-7237322	January (1-24)	3,294.72	247.76
				LLC 01-7241457	January (1-31)	5,357.13	402.85
				LLC 01-7244591	February (2-7)	5,060.24	380.52
				LLC 01-7245972	February (2-7)	278.15	20.92
	Outside Service Total					**18,460.47**	**1,388.21**
AppleOne Employment Services Total						**18,460.47**	**1,388.21**
		55801 Dues, Memberships &				1,439.00	114.84
Bill.com	**Dues and Memberships**	Research Svcs : Memberships	**101 General**	26024577940	February		
	Dues and Memberships Total					**1,439.00**	**114.84**

Transaction Details
iQ Academy - LA

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	iQ
Bill.com Total						**1,439.00**	**114.84**
De Lage Landen Financial Services Inc.	**Equipment Rental Expense**	55304 Facilities & Equipment Rental Expense : Equipment Rental	**101 General**	LLC 595750743	February	2,729.86	205.28
	Equipment Rental Expense Total					**2,729.86**	**205.28**
De Lage Landen Financial Services Inc. Total						**2,729.86**	**205.28**
Smile From The Inside, Inc.	**Outside Service-General**	51801 Professional Svcs & Outside Labor : Other Professional Services	**101 General**	LLC 2236	February	20,500.00	1,541.58
	Outside Service-General Total					**20,500.00**	**1,541.58**
Smile From The Inside, Inc. Total						**20,500.00**	**1,541.58**
Certified Languages International	**Outside Service-General**	51801 Professional Svcs & Outside Labor : Other Professional Services	**320 Supp- ELD Services**	LLC 74586013126	January	2,266.50	285.00
	Outside Service-General Total					**2,266.50**	**285.00**
Certified Languages International Total						**2,266.50**	**285.00**
Comm-Core	**Communications**	53801 Phone & Internet Expense : Telephone	**101 General**	LLC 1112916	February	1,917.96	144.23
	Communications Total					**1,917.96**	**144.23**
Comm-Core Total						**1,917.96**	**144.23**
DataBasics, Inc.	**Outside Service-General**	51801 Professional Svcs & Outside Labor : Other Professional Services	**101 General**	LLC 0816129	January	5,459.35	410.54
	Outside Service-General Total					**5,459.35**	**410.54**
DataBasics, Inc. Total						**5,459.35**	**410.54**
Verizon Wireless	**Telephone - Adminstration**	56504 Program Fees & Other Instructional : Admin - Telephone	**101 General**	LLC 6135124977	January	870.55	65.46
	Telephone - Adminstration Total					**870.55**	**65.46**
Verizon Wireless Total						**870.55**	**65.46**
Nothing Bundt Cakes	**Internal Meals & Entertainment**	51304 Travel & Entertainment : Internal Meals & Entertainment	**101 General**	054536392	February	141.52	10.64
	Internal Meals & Entertainment Total					**141.52**	**10.64**
Nothing Bundt Cakes Total						**141.52**	**10.64**
BlueTriton Brands, Inc	**Office Expense**	52802 Office Supplies Expense : Office Supplies - COS	**101 General**	LLC 06B8710033059	February	79.94	6.01
	Office Expense Total					**79.94**	**6.01**
BlueTriton Brands, Inc Total						**79.94**	**6.01**
Jose's Gardening Services	**Operations and Housekeeping Services**	53400 Rent and Utilities : Repairs and Maintenance	**101 General**	LLC 3031	January	600.00	45.12
	Operations and Housekeeping Services Total					**600.00**	**45.12**
Jose's Gardening Services Total						**600.00**	**45.12**
Orkin	**Operations and Housekeeping Services**	53400 Rent and Utilities : Repairs and Maintenance	**101 General**	LLC 288993278	January (1-19)	167.40	12.59
	Operations and Housekeeping Services Total					**167.40**	**12.59**
Orkin Total						**167.40**	**12.59**
Pitney Bowes Bank Inc Purchase Power	**Postage**	54301 Postage & Delivery Expense : Postage	**101 General**	LLC 8000-9090-1005-2145 021626	February (2-16)	6,297.80	473.59
	Postage Total					**6,297.80**	**473.59**
Pitney Bowes Bank Inc Purchase Power Total						**6,297.80**	**473.59**
Pitney Bowes Global Financial Services	**Office Expense**	52802 Office Supplies Expense : Office Supplies - COS	**101 General**	LLC 1028881168	January (1-29)	178.43	13.42
	Office Expense Total					**178.43**	**13.42**
Pitney Bowes Global Financial Services Total						**178.43**	**13.42**
Zoom Video Communications, Inc.	**Non K12 Curriculum**	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	**480 SUPP - Student Training**	LLC INV342297280	January	28.00	2.11
	Non K12 Curriculum Total					**28.00**	**2.11**
Zoom Video Communications, Inc. Total						**28.00**	**2.11**
AXIS Teletherapy	**Subagreements for Services**	51817 Professional Svcs & Outside Labor : Special Education Professional Services	**280 SPED**	LLC 4214	January	3,575.00	293.15
	Subagreements for Services Total					**3,575.00**	**293.15**
AXIS Teletherapy Total						**3,575.00**	**293.15**
Quill Corporation	**Office Expense**	52802 Office Supplies Expense : Office Supplies - COS	**101 General**	LLC 47521485	January (1-23)	258.69	19.45
				LLC 47645336	February (2-3)	943.59	70.96
	Office Expense Total					**1,202.28**	**90.41**
Quill Corporation Total						**1,202.28**	**90.41**
Southern California Edison	**Utilities**	53302 Rent and Utilities : Utilities, CAM, and Real Estate	**101 General**	LLC 700203189681 021126	January	2,326.00	174.91
	Utilities Total					**2,326.00**	**174.91**
Southern California Edison Total						**2,326.00**	**174.91**
FusionPlus Inc	**Outside Service-General**	51801 Professional Svcs & Outside Labor : Other Professional Services	**101 General**	LLC INV-1031	February (2-1)	7,500.00	563.99
	Outside Service-General Total					**7,500.00**	**563.99**
FusionPlus Inc Total						**7,500.00**	**563.99**
NCS Pearson, Inc.	**Non K12 Curriculum**	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	**310 SUPP – CRE**	LLC 30380321	December (12-5)	14,178.00	1,673.00
				LLC 30380350	December (12-5)	9,860.00	1,163.48
	Non K12 Curriculum Total					**24,038.00**	**2,836.48**
NCS Pearson, Inc. Total						**24,038.00**	**2,836.48**
Successories	**Office Expense**	52802 Office Supplies Expense : Office Supplies - COS	**101 General**	SO-676911/S463195	January	930.13	69.94
				SO-681223 / S464820	February	79.32	5.96
	Office Expense Total					**1,009.45**	**75.91**
Successories Total						**1,009.45**	**75.91**
Red Robin	**Office Expense**	52802 Office Supplies Expense : Office Supplies - COS	**101 General**	1051922	January	752.61	56.60
	Office Expense Total					**752.61**	**56.60**
Red Robin Total						**752.61**	**56.60**
Doctors Wellness Company LLC dba WellnessMart MD	**Outside Service-General**	51801 Professional Svcs & Outside Labor : Other Professional Services	**101 General**	LLC INV-0016067	January	186.00	13.99
	Outside Service-General Total					**186.00**	**13.99**
Doctors Wellness Company LLC dba WellnessMart MD Total						**186.00**	**13.99**
Everon, LLC	**Operations and Housekeeping Services**	53400 Rent and Utilities : Repairs and Maintenance	**101 General**	LLC 160335385	February	489.02	36.77
	Operations and Housekeeping Services Total					**489.02**	**36.77**
Everon, LLC Total						**489.02**	**36.77**
The Back Room Inc	**Outside Service-General**	51801 Professional Svcs & Outside Labor : Other Professional Services	**101 General**	LLC INV-4159	December	3,680.00	276.73

Transaction Details
iQ Academy - LA

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	iQ
The Back Room Inc	**Outside Service-General Total**					**3,680.00**	**276.73**
The Back Room Inc Total						**3,680.00**	**276.73**
		56334 Program Fees & Other Instructional : Program Fees - Non K12 Teacher Materials				149.99	10.50
Bjorem Speech Publications, LLC	**Materials and Supplies**		**280 SPED**	LLC 120300	February (2-3)		
	Materials and Supplies Total					**149.99**	**10.50**
Bjorem Speech Publications, LLC Total						**149.99**	**10.50**
		52801 Office Supplies Expense : Business Expense/Printing & Reproduction				217.18	16.33
City Printing Graphics	**Printing Expense**		**101 General**	LLC 26-32723	January (1-29)		
	Printing Expense Total					**217.18**	**16.33**
City Printing Graphics Total						**217.18**	**16.33**
		56321 Program Fees & Other Instructional : Program Fees - Accounting				927.00	69.71
Green Hasson & Janks LLP	**Accounting Fees**		**101 General**	LLC 37428	January (1-24)		
	Accounting Fees Total					**927.00**	**69.71**
Green Hasson & Janks LLP Total						**927.00**	**69.71**
		52802 Office Supplies Expense : Office Supplies - COS				1,121.10	84.31
ULINE	**Office Expense**		**101 General**	LLC 204034513	February (2-10)		
	Office Expense Total					**1,121.10**	**84.31**
ULINE Total						**1,121.10**	**84.31**
		52802 Office Supplies Expense : Office Supplies - COS				579.66	43.59
Home Depot	**Office Expense**		**101 General**	WN47580895	January		
	Office Expense Total					**579.66**	**43.59**
Home Depot Total						**579.66**	**43.59**
		51304 Travel & Entertainment : Internal Meals & Entertainment				480.54	36.14
Viva La Pasta	**Internal Meals & Entertainment**		**101 General**	050535	February		
	Internal Meals & Entertainment Total					**480.54**	**36.14**
Viva La Pasta Total						**480.54**	**36.14**
Grand Total						**122,543.75**	**10,394.71**

IQ Academy at Los Angeles
Board Disbursements A/P Payment History
April 01, 2026 - April 30, 2026

Vendor	Description	Total
K12 MANAGEMENT INC	OLS, Materials, Computers, Support Services, Technology	3,855,470.98
ADP, Inc.	Payroll Services	1,331,995.72
LACOE Division of School Financial Srvcs	STRS Retirement	327,340.68
The Stepping Stones Group LLC	Special Education Contracted Services	89,379.83
California Virtual Academy@ Los Angeles	Intercompany Settlement	53,293.00
Behavior Education Consulting Center	Psychological Services for SPED Students	39,479.00
School Pathways LLC	Annual Subscription	34,076.51
Anchor Counseling & Education Solutions	Special Education Contracted Services	33,149.39
California Virtual Academy @ San Jaoquin	Legal Settlement	31,247.00
Summit View School	Special Education Contracted Services	20,301.63
Cornerstone Educational Solutions	Special Education Contracted Services	20,063.27
Beach Cities Learning, LLC	Special Education SAI Services	19,516.06
Bridgeport School	Special Education Contracted Services	17,376.90
Effectual Educational Consulting Service	Special Education Services	15,844.78
E-Therapy Intermediate, INC	Special Education Contracted Services	15,301.54
Sunrise School	Special Education Contracted Services	12,012.43
Communicology, Inc., DBA, TeleSesh	Language and Speech Therapy	11,442.39
California Teachers Association	Union Dues	11,180.00
Portview Preparatory, Inc.	Special Education Contracted Services	10,353.62
Joan Macy DBA Renaissance Community Prep	Special Education Contracted Services	9,815.98
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	9,805.20
Wayfinder Family Services	NPS placement and services	7,661.06
Grace Speech Therapy Corp.	SLP IEP Attendance	7,108.92
Braille Abilities, LLC	Special Education Orientation and Mobility Services	7,087.50
Law Offices of Young, Minney & Corr, LLP	Legal Services	6,196.50
Dynamic Hope Schools	Special Education Contracted Services	5,495.44
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	4,948.98
TalkPath Live	Special Education Contracted Services	4,764.16
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy	4,588.00
ECE 4 Autism	Special Education Contracted Services	4,380.30
Chase Boyle dba Snow Counseling	Special Education Contracted Services	4,274.39
Specialized Therapy Services Inc	Special Education Contracted Services	3,807.50
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	3,402.33
EverDriven Technologies LLC	Fuel Surcharge	3,232.64
Speech Guy, LLC	Special Education Contracted Services	2,894.25
CDW Government	Webcam for student	2,663.13
El Paseo Children's Center, Inc.	Special Education Contracted Services	2,574.58
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	2,513.75
STAR Academy - Haynes Family of Programs	Special Education Contracted Services	2,507.16
Oxford Consulting Services	Special Education Contracted Services	2,193.73
Green Hasson Janks	Audit Fees & Porfessional Services	2,111.50
Adapted Child's Play	Special Education Contracted Services	1,874.52
Bridge The Gap Sped, LLC	Special Education Contracted Services	1,656.50
Jabbergym, LLC	Language and Speech Therapy	1,443.25
The Silly Room	Special Education Contracted Services	1,291.50
ACES Clinics INC	Language and Speech Therapy	1,288.75
iTherapy	Special Education Contracted Services	1,250.00
SPEAK! Speech and Language	Language and Speech Therapy	1,236.98
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services	1,115.04
Foundations Therapy Service	Special Education Contracted Services	1,111.63
Kadiant, LLC	Special Education Contracted Services	950.00
EMHSports USA, Inc	Special Education Contracted Services	900.00
Apple Inc.	Special Education Contracted Services	899.97
Link Teletherapy	Occupational Therapy	892.50
Symbal Inc	Language and Speech Therapy	750.00
Sally Gonzalez	Special Education Professional Services	700.00
Partners in Special Education	Special Education Contracted Services	606.25
Backstage Health	Mileage Reimbursement	580.08
eLuma	Special Individual Counseling Services	492.50
Stepping Stones Therapy	Special Education Contracted Services	448.00
Amazon Capital Services	Staff Office Supplies	290.78

Inclusive TLC	Subscription for SPED Student	250.00
Augmentative Communications Solutions	Special Education Contracted Services	240.00
Virtual Speech Solutions	Language and Speech Therapy	187.50
School Health Corporation	Items for student per IEP	157.01
Commonwealth of Pennsylvania - Unclaimed Property	Check Escheatment	106.67
Therapy Bubble	Language and Speech Therapy	93.00
AM Speech Therapy, Inc.	Language and Speech Therapy	82.50
Starfall Education Foundation.	App for Student and New Device for Student	35.00
California Department of Education	CA Pre-K Prog Planning & Implementation AB130	18.13
Grand Total		**6,073,799.79**

K12 : SA : Full Financials CA Node : IQLA
Board Disbursements A/P Payment History by Vendor
April 01, 2026 - April 30, 2026

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #7615 - Effectual Educational Consulting Service(iQ Academy)					(799.50)
	Bill	**04/27/2026**	INV-12681		
	Bill	**04/27/2026**	INV-12689		(338.25)
	Bill	**04/27/2026**	INV-12690		(215.25)
	Bill	**04/27/2026**	INV-12697		(1,199.25)
	Bill	**04/27/2026**	INV-12712		(390.00)
	Bill	**04/27/2026**	INV-12730		(360.00)
	Bill	**04/27/2026**	INV-12749		(1,030.00)
	Bill	**04/27/2026**	INV-12770		(2,125.00)
	Bill	**04/27/2026**	INV-12780		(615.00)
	Bill	**04/27/2026**	INV-12789		(250.00)
	Bill	**04/27/2026**	INV-12794		(390.00)
	Bill	**04/27/2026**	INV-12801		(390.00)
	Bill	**04/27/2026**	INV-12810		(1,463.00)
	Bill	**04/27/2026**	INV-12824		(246.00)
	Bill	**04/27/2026**	INV-12831		(1,178.50)
	Bill	**04/27/2026**	INV-12836		(780.00)
	Bill	**04/27/2026**	INV-12850		(1,925.00)
	Bill	**04/27/2026**	INV-12852		(1,609.53)
	Bill Payment	**04/28/2026**	7615		15,304.28
Bill Payment #7551 - Effectual Educational Consulting Service(iQ Academy)					(246.00)
	Bill	**04/03/2026**	INV-12638		
	Bill	**04/03/2026**	INV-12653		(110.00)
	Bill	**04/03/2026**	INV-12658		(184.50)
	Bill Payment	**04/06/2026**	7551		540.50
					0.00
Bill Payment #7566 - TalkPath Live(iQ Academy)	Bill	**04/03/2026**	INV-01187		(654.01)
	Bill	**04/03/2026**	INV-01178		(4,110.15)
	Bill Payment	**04/06/2026**	7566		4,764.16
					0.00
Bill Payment #7610 - Anchor Counseling & Education Solutions(iQ Academy)					(9,450.92)
	Bill	**04/27/2026**	INV-08457		
	Bill	**04/27/2026**	INV-08464		(327.23)
	Bill Payment	**04/28/2026**	7610		9,778.15
Bill Payment #7539 - Anchor Counseling & Education Solutions(iQ Academy)					(1,988.73)
	Bill	**04/03/2026**	INV-08399		
	Bill	**04/03/2026**	INV-08423		(11,645.25)
	Bill	**04/03/2026**	INV-08424		(8,372.50)
	Bill	**04/03/2026**	INV-08431		(242.66)
	Bill	**04/03/2026**	INV-08438		(227.07)
	Bill	**04/03/2026**	INV-08439		(307.78)
	Bill	**04/03/2026**	INV-08441		(587.25)
	Bill Payment	**04/06/2026**	7539		23,371.24
Amount Unapplied - Bill Payment #7610 - Anchor Counseling & Education Solutions(iQ Academy)					(0.00)
Amount Unapplied - Bill Payment #7539 - Anchor Counseling & Education Solutions(iQ Academy)					0.00
					0.00
Bill Payment #7591 - Law Offices of Young, Minney & Corr, LLP(iQ Academy)					(6,196.50)
	Bill	**04/15/2026**	21913		
	Bill Payment	**04/16/2026**	7591		6,196.50
					0.00
Bill Payment #7616 - Grace Speech Therapy Corp.(iQ Academy)					(2,356.00)
	Bill	**04/27/2026**	INV-03227		
	Bill	**04/27/2026**	INV-03231		(93.00)
	Bill	**04/27/2026**	INV-03241		(620.00)
	Bill	**04/27/2026**	INV-03243		(164.92)
	Bill Payment	**04/28/2026**	7616		3,233.92
Bill Payment #7586 - Grace Speech Therapy Corp.(iQ Academy)					(527.00)
	Bill	**04/15/2026**	INV-03210		
	Bill	**04/15/2026**	INV-03211		(62.00)
	Bill Payment	**04/16/2026**	7586		589.00
Bill Payment #7553 - Grace Speech Therapy Corp.(iQ Academy)					(775.00)
	Bill	**04/03/2026**	INV-03176		
	Bill	**04/03/2026**	INV-03183		(1,240.00)
	Bill	**04/03/2026**	INV-03195		(217.00)
	Bill	**04/03/2026**	INV-03206		(930.00)
	Bill	**04/03/2026**	INV-03207		(124.00)
	Bill Payment	**04/06/2026**	7553		3,286.00
					0.00
Bill Payment #7611 - Arc Speech Pathology Network DBA Arc Therapy Network(iQ Academy)					(1,275.08)
	Bill	**04/27/2026**	INV-01635		
	Bill Payment	**04/28/2026**	7611		1,275.08
Bill Payment #7540 - Arc Speech Pathology Network DBA Arc Therapy Network(iQ Academy)					(920.75)
	Bill	**04/03/2026**	INV-01617		

Bill Payment #7540 - Arc Speech Pathology Network DBA Arc	Bill	**04/03/2026**	INV-01616		(1,206.50)
	Bill Payment	**04/06/2026**	7540		2,127.25
					0.00
Bill Payment #7570 - Amazon Capital Services(iQ Academy)	Bill	**04/15/2026**	1DH6-7NT3-4LXL		(188.92)
	Bill Payment	**04/16/2026**	7570		188.92
Bill Payment #7538 - Amazon Capital Services(iQ Academy)	Bill	**04/03/2026**	1MC 6-6FCC-J GWG		(101.86)
	Bill Payment	**04/06/2026**	7538		101.86
					0.00
Bill Payment #7578 - Communicology, Inc., DBA, TeleSesh(iQ Academy)	Bill	**04/15/2026**	INV-01825		(3,311.03)
	Bill	**04/15/2026**	INV-01826		(1,121.33)
	Bill	**04/15/2026**	INV-01832		(139.50)
	Bill	**04/15/2026**	INV-01846		(1,113.92)
	Bill	**04/15/2026**	INV-01857		(228.50)
	Bill Payment	**04/16/2026**	7578		5,914.28
Bill Payment #7549 - Communicology, Inc., DBA, TeleSesh(iQ Academy)	Bill	**04/03/2026**	INV-01780		(1,116.25)
	Bill	**04/03/2026**	INV-01796		(4,365.36)
	Bill	**04/03/2026**	INV-01805		(46.50)
	Bill Payment	**04/06/2026**	7549		5,528.11
Amount Unapplied - Bill Payment #7578 - Communicology, Inc., DBA, TeleSesh(iQ Academy)					(0.00)
					(0.00)
Bill Payment #7598 - Speech Guy, LLC(iQ Academy)	Bill	**04/15/2026**	INV-01768		(1,501.50)
	Bill Payment	**04/16/2026**	7598		1,501.50
Bill Payment #7561 - Speech Guy, LLC(iQ Academy)	Bill	**04/03/2026**	INV-01758		(1,392.75)
	Bill Payment	**04/06/2026**	7561		1,392.75
					0.00
Bill Payment #7630 - TheraStaffers(iQ Academy)	Bill	**04/27/2026**	INV-01119		(1,658.50)
	Bill Payment	**04/28/2026**	7630		1,658.50
Bill Payment #7569 - TheraStaffers(iQ Academy)	Bill	**04/03/2026**	INV-01098		(2,929.50)
	Bill Payment	**04/06/2026**	7569		2,929.50
					0.00
Bill Payment #7613 - E-Therapy Intermediate, INC(iQ Academy)	Bill	**04/27/2026**	INV-10536		(545.38)
	Bill	**04/27/2026**	INV-10557		(26.67)
	Bill Payment	**04/28/2026**	7613		572.05
Bill Payment #7581 - E-Therapy Intermediate, INC(iQ Academy)	Bill	**04/15/2026**	INV-10512		(595.50)
	Bill	**04/15/2026**	INV-10500		(1,847.13)
	Bill	**04/15/2026**	INV-10501		(1,037.88)
	Bill Payment	**04/16/2026**	7581		3,480.51
Bill Payment #7550 - E-Therapy Intermediate, INC(iQ Academy)	Bill	**04/03/2026**	INV-10506		(26.67)
	Bill	**04/03/2026**	INV-10384		(4,027.98)
	Bill	**04/03/2026**	INV-10416		(3,325.37)
	Bill	**04/03/2026**	INV-10449		(3,815.62)
	Bill	**04/03/2026**	INV-10452		(26.67)
	Bill	**04/03/2026**	INV-10457		(26.67)
	Bill Payment	**04/06/2026**	7550		11,248.98
Amount Unapplied - Bill Payment #7613 - E-Therapy Intermediate, INC(iQ Academy)					(0.00)
Amount Unapplied - Bill Payment #7550 - E-Therapy Intermediate, INC(iQ Academy)					0.00
					0.00
Bill Payment #7624 - Sally Gonzalez(iQ Academy)	Bill	**04/27/2026**	INV-00441		(250.00)
	Bill Payment	**04/28/2026**	7624		250.00
Bill Payment #7596 - Sally Gonzalez(iQ Academy)	Bill	**04/15/2026**	INV-00440		(200.00)
	Bill Payment	**04/16/2026**	7596		200.00
Bill Payment #7558 - Sally Gonzalez(iQ Academy)	Bill	**04/03/2026**	INV-00439		(250.00)
	Bill Payment	**04/06/2026**	7558		250.00
					0.00
Bill Payment #7626 - Specialized Therapy Services Inc(iQ Academy)	Bill	**04/27/2026**	INV-01508		(3,807.50)
	Bill Payment	**04/28/2026**	7626		3,807.50
					0.00
Bill Payment #ACH 4/9/26 - ADP, Inc.(iQ Academy)	Bill	**04/01/2026**	ADP payroll (1) (03/16/26-03/31/26) - Apr 202	04DPapr26IQ - ADP Payroll (1) (03/16/26-03/31/26) - Apr 2026	(567,401.50)
	Bill Payment	**04/09/2026**	ACH 4/9/26		567,401.50
Bill Payment #ACH 4/23/26 - ADP, Inc.(iQ Academy)	Bill	**04/15/2026**	ADP Payroll (2) (04/01/26-04/15/26) - Apr 202	04DPapr26IQ - ADP Payroll (2) (04/01/26-04/15/26) - Apr 2026	(584,199.67)
	Bill Payment	**04/23/2026**	ACH 4/23/26		584,199.67
Bill Payment #ACH 4/10/26 - ADP, Inc.(iQ Academy)	Bill	**04/01/2026**	ADP Benefits - Apr 2026	05DPapr26IQ - ADP Benefits - Apr 2026	(180,394.55)
	Bill Payment	**04/10/2026**	ACH 4/10/26		180,394.55
					0.00

Bill Payment #7543 - Beach Cities Learning, LLC(iQ Academy)				(14,775.70)
	Bill	**04/03/2026**	LIS0030914	
	Bill	**04/03/2026**	LIS0030921	(4,740.36)
	Bill Payment	**04/06/2026**	7543	19,516.06
				0.00
Bill Payment #7574 - Braille Abilities, LLC(iQ Academy)	Bill	**04/15/2026**	INV-00432	(6,825.00)
	Bill	**04/15/2026**	INV-00434	(262.50)
	Bill Payment	**04/16/2026**	7574	7,087.50
				0.00
Bill Payment #7576 - CDW Government(iQ Academy)	Bill	**04/15/2026**	A168V6M	(761.34)
	Bill	**04/15/2026**	A16921E	(751.65)
	Bill Payment	**04/16/2026**	7576	1,512.99
Bill Payment #7547 - CDW Government(iQ Academy)	Bill	**04/03/2026**	A151X2G	(813.48)
	Bill	**04/03/2026**	A15Y43T	(149.04)
	Bill	**04/03/2026**	A15ZJ5A	(187.62)
	Bill Payment	**04/06/2026**	7547	1,150.14
				0.00
Bill Payment #7600 - The Silly Room(iQ Academy)	Bill	**04/15/2026**	INV-00894	(1,291.50)
	Bill Payment	**04/16/2026**	7600	1,291.50
				0.00
Bill Payment #7582 - El Paseo Children's Center, Inc.(iQ Academy)				(2,574.58)
	Bill	**04/15/2026**	INV-01532	
	Bill Payment	**04/16/2026**	7582	2,574.58
				0.00
				(64.00)
Bill Payment #7628 - Stepping Stones Therapy(iQ Academy)	Bill	**04/27/2026**	INV-01084	
	Bill Payment	**04/28/2026**	7628	64.00
				(128.00)
Bill Payment #7599 - Stepping Stones Therapy(iQ Academy)	Bill	**04/15/2026**	INV-01079	
	Bill Payment	**04/16/2026**	7599	128.00
				(128.00)
Bill Payment #7563 - Stepping Stones Therapy(iQ Academy)	Bill	**04/03/2026**	INV-01068	
	Bill	**04/03/2026**	INV-01074	(128.00)
	Bill Payment	**04/06/2026**	7563	256.00
				0.00
				(82.50)
Bill Payment #7609 - AM Speech Therapy, Inc.(iQ Academy)	Bill	**04/27/2026**	INV-00051	
	Bill Payment	**04/28/2026**	7609	82.50
				0.00
Bill Payment #7579 - Cornerstone Educational Solutions(iQ Academy)				(20,063.27)
	Bill	**04/15/2026**	INV-00724	
	Bill Payment	**04/16/2026**	7579	20,063.27
				0.00
Bill Payment #7583 - eLuma(iQ Academy)	Bill	**04/15/2026**	VST-01357	(367.50)
	Bill	**04/15/2026**	VST-01360	(125.00)
	Bill Payment	**04/16/2026**	7583	492.50
				0.00
Bill Payment #7619 - Link Teletherapy(iQ Academy)	Bill	**04/27/2026**	INV-00115	(357.50)
	Bill Payment	**04/28/2026**	7619	357.50
Bill Payment #7592 - Link Teletherapy(iQ Academy)	Bill	**04/15/2026**	INV-00108	(535.00)
	Bill Payment	**04/16/2026**	7592	535.00
				0.00
Bill Payment #7629 - The Stepping Stones Group LLC(iQ Academy)				(676.83)
	Bill	**04/27/2026**	INV-01527	
	Bill	**04/27/2026**	M0278256	(88,118.00)
	Bill Payment	**04/28/2026**	7629	88,794.83
Bill Payment #7601 - The Stepping Stones Group LLC(iQ Academy)				(283.50)
	Bill	**04/15/2026**	INV-01515	
	Bill Payment	**04/16/2026**	7601	283.50
Bill Payment #7567 - The Stepping Stones Group LLC(iQ Academy)				(134.00)
	Bill	**04/03/2026**	INV-01479	
	Bill	**04/03/2026**	INV-01489	(167.50)
	Bill Payment	**04/06/2026**	7567	301.50
				0.00
Bill Payment #7573 - Behavior Education Consulting Center(iQ Academy)				(6,480.00)
	Bill	**04/15/2026**	INV-00277	
	Bill	**04/15/2026**	INV-00284	(7,740.00)
	Bill Payment	**04/16/2026**	7573	14,220.00
Bill Payment #7544 - Behavior Education Consulting Center(iQ Academy)				(22,019.00)
	Bill	**04/03/2026**	INV-00272	
	Bill	**04/03/2026**	INV-00275	(3,240.00)
	Bill Payment	**04/06/2026**	7544	25,259.00
				0.00
Bill Payment #7575 - California Teachers Association(iQ Academy)				(11,180.00)
	Bill	**04/15/2026**	Union Dues - 032026	
	Bill Payment	**04/16/2026**	7575	11,180.00
				0.00
Bill Payment #7607 - ACES Clinics INC(iQ Academy)	Bill	**04/27/2026**	INV-00072	(1,288.75)

Bill Payment #7607 - ACES Clinics INC(iQ Academy)	Bill Payment	**04/28/2026**	7607	1,288.75
				0.00
Bill Payment #7572 - Axis Teletherapy(iQ Academy)	Bill	**04/15/2026**	INV-02666	(900.00)
	Bill	**04/15/2026**	INV-02667	(997.75)
	Bill	**04/15/2026**	INV-02683	(290.25)
	Bill	**04/15/2026**	INV-02668	(1,154.75)
	Bill	**04/15/2026**	INV-02665	(801.48)
	Bill	**04/15/2026**	INV-02669	(468.75)
	Bill	**04/15/2026**	INV-02598	(247.50)
	Bill	**04/15/2026**	INV-02599	(88.50)
	Bill Payment	**04/16/2026**	7572	4,948.98
Amount Unapplied - Bill Payment #7572 - Axis Teletherapy(iQ Academy)				(0.00)
				(0.00)
Bill Payment #7577 - Chase Boyle dba Snow Counseling(iQ Academy)				(531.25)
	Bill	**04/15/2026**	INV-01115	
	Bill	**04/15/2026**	INV-01127	(157.50)
	Bill Payment	**04/16/2026**	7577	688.75
Bill Payment #7548 - Chase Boyle dba Snow Counseling(iQ Academy)				(157.50)
	Bill	**04/03/2026**	INV-01084	
	Bill	**04/03/2026**	INV-01105	(718.75)
	Bill	**04/03/2026**	INV-01076	(192.50)
	Bill	**04/03/2026**	INV-01072	(2,359.39)
	Bill	**04/03/2026**	INV-01091	(157.50)
	Bill Payment	**04/06/2026**	7548	3,585.64
				0.00
Bill Payment #7614 - ECE 4 Autism(iQ Academy)	Bill	**04/27/2026**	02204012	(4,380.30)
	Bill Payment	**04/28/2026**	7614	4,380.30
				0.00
Bill Payment #7584 - EMHSports USA, Inc(iQ Academy)	Bill	**04/15/2026**	INV-04273	(180.00)
	Bill	**04/15/2026**	INV-04277	(720.00)
	Bill Payment	**04/16/2026**	7584	900.00
				0.00
Bill Payment #7618 - Kadiant, LLC(iQ Academy)	Bill	**04/27/2026**	INV-00384	(950.00)
	Bill Payment	**04/28/2026**	7618	950.00
				0.00
Bill Payment #7593 - National TeleTherapy Resources, a Speech Pathology Corp.(iQ Academy)				(150.00)
	Bill	**04/15/2026**	INV-11414	
	Bill	**04/15/2026**	INV-11424	(199.50)
	Bill	**04/15/2026**	INV-11429	(665.00)
	Bill Payment	**04/16/2026**	7593	1,014.50
Bill Payment #7556 - National TeleTherapy Resources, a Speech Pathology Corp.(iQ Academy)				(830.00)
	Bill	**04/03/2026**	INV-10918	
	Bill	**04/03/2026**	INV-11339	(635.00)
	Bill	**04/03/2026**	INV-11340	(530.47)
	Bill	**04/03/2026**	INV-11341	(919.34)
	Bill	**04/03/2026**	INV-11342	(261.00)
	Bill	**04/03/2026**	INV-11343	(931.75)
	Bill	**04/03/2026**	INV-11344	(315.00)
	Bill	**04/03/2026**	INV-11345	(389.00)
	Bill	**04/03/2026**	INV-11346	(199.50)
	Bill	**04/03/2026**	INV-11347	(169.13)
	Bill	**04/03/2026**	INV-11348	(332.50)
	Bill	**04/03/2026**	INV-11349	(355.11)
	Bill	**04/03/2026**	INV-11350	(459.91)
	Bill	**04/03/2026**	INV-11351	(280.88)
	Bill	**04/03/2026**	INV-11352	(374.52)
	Bill	**04/03/2026**	INV-11353	(1,807.59)
	Bill Payment	**04/06/2026**	7556	8,790.70
				0.00
Bill Payment #7623 - PresenceLearning, Inc.(iQ Academy)	Bill	**04/27/2026**	INV-09749	(75.00)
	Bill Payment	**04/28/2026**	7623	75.00
Bill Payment #7595 - PresenceLearning, Inc.(iQ Academy)	Bill	**04/15/2026**	INV-09739	(2,306.25)
	Bill	**04/15/2026**	INV-09743	(132.50)
	Bill Payment	**04/16/2026**	7595	2,438.75
				0.00
Bill Payment #7603 - Virtual Speech Solutions(iQ Academy)				(187.50)
	Bill	**04/15/2026**	INV-00032	
	Bill Payment	**04/16/2026**	7603	187.50
				0.00
Bill Payment #7580 - Dynamic Hope Schools(iQ Academy)	Bill	**04/15/2026**	2633	(5,495.44)
	Bill Payment	**04/16/2026**	7580	5,495.44
				0.00
Bill Payment #7617 - iTherapy(iQ Academy)	Bill	**04/27/2026**	INV-00132	(312.50)
	Bill Payment	**04/28/2026**	7617	312.50
Bill Payment #7588 - iTherapy(iQ Academy)	Bill	**04/15/2026**	INV-00119	(937.50)
	Bill Payment	**04/16/2026**	7588	937.50
				0.00

Bill Payment #7622 - Portview Preparatory, Inc.(iQ Academy)					(10,353.62)
	Bill	**04/27/2026**	28813		
	Bill Payment	**04/28/2026**	7622		10,353.62
					0.00
Bill Payment #iQ-ACH 04/2026 STRS - LACOE Division of School Financial Srvcs(IQ Academy)					(327,340.68)
	Bill	**04/28/2026**	IQ - APR 2026 STRS	IQ - APR 2026 STRS	
	Bill Payment	**04/28/2026**	iQ-ACH 04/2026 STRS	IQ - APR 2026 STRS	327,340.68
					0.00
Bill Payment #7608 - Adapted Child's Play(iQ Academy)	Bill	**04/27/2026**	INV-00725		(1,874.52)
	Bill Payment	**04/28/2026**	7608		1,874.52
					0.00
Bill Payment #7625 - SPEAK! Speech and Language(iQ Academy)					(230.00)
	Bill	**04/27/2026**	INV-00154		
	Bill Payment	**04/28/2026**	7625		230.00
Bill Payment #7560 - SPEAK! Speech and Language(iQ Academy)					(970.00)
	Bill	**04/03/2026**	INV-00133		
	Bill	**04/03/2026**	INV-00143		(36.98)
	Bill Payment	**04/06/2026**	7560		1,006.98
					0.00
Bill Payment #7541 - Augmentative Communications Solutions(iQ Academy)					(240.00)
	Bill	**04/03/2026**	INV-00860		
	Bill Payment	**04/06/2026**	7541		240.00
					0.00
Bill Payment #7542 - Backstage Health(iQ Academy)	Bill	**04/03/2026**	INV-00222		(580.08)
	Bill Payment	**04/06/2026**	7542		580.08
					0.00
					(1,656.50)
Bill Payment #7612 - Bridge The Gap Sped, LLC(iQ Academy)	Bill	**04/27/2026**	INV-00377		
	Bill Payment	**04/28/2026**	7612		1,656.50
					0.00
Bill Payment #7545 - Bridgeport School(iQ Academy)	Bill	**04/03/2026**	IQA0226BP		(12,755.67)
	Bill	**04/03/2026**	IQA0226BPW		(4,621.23)
	Bill Payment	**04/06/2026**	7545		17,376.90
					0.00
Bill Payment #7589 - Jabbergym, LLC(iQ Academy)	Bill	**04/15/2026**	INV-00280		(1,443.25)
	Bill Payment	**04/16/2026**	7589		1,443.25
					0.00
Bill Payment #7590 - Joan Macy DBA Renaissance Community Prep(iQ Academy)					(3,210.90)
	Bill	**04/15/2026**	March 2026		
	Bill Payment	**04/16/2026**	7590		3,210.90
Bill Payment #7555 - Joan Macy DBA Renaissance Community Prep(iQ Academy)					(2,996.84)
	Bill	**04/03/2026**	August2025		
	Bill	**04/03/2026**	June2025		(1,253.58)
	Bill	**04/03/2026**	September2025		(2,354.66)
	Bill Payment	**04/06/2026**	7555		6,605.08
					0.00
Bill Payment #7621 - Partners in Special Education(iQ Academy)					(606.25)
	Bill	**04/27/2026**	INV-01294		
	Bill Payment	**04/28/2026**	7621		606.25
					0.00
Bill Payment #7594 - Point Quest Pediatric Therapies, LLC(iQ Academy)					(1,115.04)
	Bill	**04/15/2026**	INV-00347		
	Bill Payment	**04/16/2026**	7594		1,115.04
					0.00
Bill Payment #7564 - Summit View School(iQ Academy)	Bill	**04/03/2026**	IQA0226SVW		(10,052.33)
	Bill	**04/03/2026**	IQA1125SVW		(10,249.30)
	Bill Payment	**04/06/2026**	7564		20,301.63
					0.00
Bill Payment #7565 - Sunrise School(iQ Academy)	Bill	**04/03/2026**	IQA0226SR		(12,012.43)
	Bill Payment	**04/06/2026**	7565		12,012.43
					0.00
Bill Payment #7604 - Symbal Inc(iQ Academy)	Bill	**02/06/2026**	INV-00048		(750.00)
	Bill Payment	**04/20/2026**	7604		750.00
					0.00
Bill Payment #7631 - Wayfinder Family Services(iQ Academy)					(3,905.70)
	Bill	**04/27/2026**	DHERMAR26		
	Bill	**04/27/2026**	MJOHMAR26		(3,755.36)
	Bill Payment	**04/28/2026**	7631		7,661.06
					0.00
Bill Payment #7585 - EverDriven Technologies LLC(iQ Academy)					(3,232.64)
	Bill	**04/15/2026**	85361		
	Bill Payment	**04/16/2026**	7585		3,232.64
					0.00
Bill Payment #7602 - Therapy Bubble(iQ Academy)	Bill	**04/15/2026**	INV-00100		(62.00)
	Bill Payment	**04/16/2026**	7602		62.00
Bill Payment #7568 - Therapy Bubble(iQ Academy)	Bill	**04/03/2026**	INV-00095		(31.00)
	Bill Payment	**04/06/2026**	7568		31.00
					0.00

Bill Payment #7571 - Apple Inc.(iQ Academy)	Bill	**04/15/2026**	MC58544459		(299.99)
	Bill	**04/15/2026**	MC61312727		(299.99)
	Bill	**04/15/2026**	MC62301991		(299.99)
	Bill Payment	**04/16/2026**	7571		899.97
					0.00
Bill Payment #7597 - School Pathways LLC(iQ Academy)	Bill	**04/15/2026**	INV-140-09938		(13,620.81)
	Bill	**04/15/2026**	INV-140-10090		(20,455.70)
	Bill Payment	**04/16/2026**	7597		34,076.51
					0.00
Bill Payment #7587 - Green Hasson Janks(iQ Academy)	Bill	**04/15/2026**	40843		(412.00)
	Bill	**04/15/2026**	41162		(1,699.50)
	Bill Payment	**04/16/2026**	7587		2,111.50
					0.00
Bill Payment #7559 - School Health Corporation(iQ Academy)					(157.01)
	Bill	**04/03/2026**	CINV000369116		
	Bill Payment	**04/06/2026**	7559		157.01
					0.00
Bill Payment #7562 - STAR Academy - Haynes Family of Programs(iQ Academy)					(626.79)
	Bill	**04/03/2026**	101012178		
	Bill	**04/03/2026**	March2025		(1,880.37)
	Bill Payment	**04/06/2026**	7562		2,507.16
					0.00
Bill Payment #7606 - California Virtual Academy@ Los Angeles(IQ Academy)			Interco pmt to CAVALA -		(53,293.00)
	Bill	**04/28/2026**	Apr '26	Interco pmt to CAVALA - Apr '26	
	Bill Payment	**04/28/2026**	7606	Interco pmt to CAVALA - Apr '26	53,293.00
					0.00
Bill Payment #ACH 4.28.2026 - K12 MANAGEMENT INC			INV-003-18657 _ iQ-		(890,392.50)
	Bill	**02/21/2025**	Feb.25-OLS	INV-003-18657 _ iQ-Feb.25-OLS	
			INV-003-18790 _ iQ-		(2,709.13)
	Bill	**03/13/2025**	Feb.25-Lease	INV-003-18790 _ iQ-Feb.25-Lease	
			INV-003-19092 _ iQ-		(6,380.00)
	Bill	**03/21/2025**	Mar.25-StaffOLS	INV-003-19092 _ iQ-Mar.25-StaffOLS	
			INV-003-18881 _ iQ-		(36,363.00)
	Bill	**03/18/2025**	Mar.25-MAT	INV-003-18881 _ iQ-Mar.25-MAT	
			INV-003-19166 _ iQ-		(1,021,984.00)
	Bill	**04/14/2025**	Feb.25-SS&T Rev	INV-003-19166 _ iQ-Feb.25-SS&T Rev	
			INV-003-19228 _ iQ-		(538,009.00)
	Bill	**04/15/2025**	Mar.25-SS&T	INV-003-19228 _ iQ-Mar.25-SS&T	
			INV-003-19479 _ iQ-		(2,709.13)
	Bill	**04/21/2025**	Mar.25-Lease	INV-003-19479 _ iQ-Mar.25-Lease	
			INV-003-19565 _ iQ-		(6,380.00)
	Bill	**04/23/2025**	Apr.25-StaffOLS	INV-003-19565 _ iQ-Apr.25-StaffOLS	
			INV-003-19626 _ iQ-		(498,922.00)
	Bill	**05/12/2025**	Apr.25-SS&T	INV-003-19626 _ iQ-Apr.25-SS&T	
			INV-003-19655 _ iQ-		(64,595.00)
	Bill	**05/15/2025**	May.25-COM	INV-003-19655 _ iQ-May.25-COM	
			INV-003-19702 _ iQ-		(19,614.00)
	Bill	**05/15/2025**	May.25-MAT	INV-003-19702 _ iQ-May.25-MAT	
			INV-003-19748 _ iQ-		(33,545.22)
	Bill	**05/15/2025**	May.25-OLS	INV-003-19748 _ iQ-May.25-OLS	
			INV-003-19249 _ iQ-		(111,965.00)
	Bill	**04/17/2025**	Apr.25-COM	INV-003-19249 _ iQ-Apr.25-COM	
			INV-003-19299 _ iQ-		(27,141.00)
	Bill	**04/17/2025**	Apr.25-MAT	INV-003-19299 _ iQ-Apr.25-MAT	
			INV-003-19345 _ iQ-		(274,005.50)
	Bill	**04/17/2025**	Apr.25-OLS	INV-003-19345 _ iQ-Apr.25-OLS	
			INV-003-19407 _ iQ-		(1,575.00)
	Bill	**04/17/2025**	Mar.25-Hotspots	INV-003-19407 _ iQ-Mar.25-Hotspots	
			INV-003-19017 _ iQ-		(1,485.00)
	Bill	**03/19/2025**	Feb.25-Hotspots	INV-003-19017 _ iQ-Feb.25-Hotspots	
			INV-003-18928 _ iQ-		(317,696.50)
	Bill	**03/27/2025**	Mar.25-OLS rev	INV-003-18928 _ iQ-Mar.25-OLS rev	
	Bill Payment	**04/28/2026**	ACH 4.28.2026		3,855,470.98
Amount Unapplied - Bill Payment #ACH 4.28.2026 - K12 MANAGEMENT INC					0.00
					0.00
Bill Payment #7537 - Commonwealth of Pennsylvania - Unclaimed Property(iQ Academy)					(106.67)
	Bill	**04/02/2026**	032026 escheatment		
	Bill Payment	**04/03/2026**	7537		106.67
					0.00
Bill Payment #7546 - California Department of Education(iQ Academy)					(18.13)
	Bill	**04/03/2026**	20260320-IQLA		
	Bill Payment	**04/06/2026**	7546		18.13
					0.00
Bill Payment #7552 - Foundations Therapy Service(iQ Academy)					(336.75)
	Bill	**04/03/2026**	INV-01184		
	Bill	**04/03/2026**	INV-01173		(442.13)
	Bill	**04/03/2026**	INV-01162		(332.75)

K12 : SA : Full Financials CA Node : IQLA
Board Disbursements A/P Payment History by Vendor
April 01, 2026 - April 30, 2026

Bill Payment #7552 - Foundations Therapy Service(iQ	Bill Payment	**04/06/2026**	7552		1,111.63
					0.00
Bill Payment #7554 - Inclusive TLC(iQ Academy)	Bill	**04/03/2026**	41330		(250.00)
	Bill Payment	**04/06/2026**	7554		250.00
					0.00
Bill Payment #7620 - Oxford Consulting Services(iQ					(350.40)
Academy)	Bill	**04/27/2026**	INV-02521		
	Bill	**04/27/2026**	INV-02520		(285.00)
	Bill	**04/27/2026**	INV-02523		(165.00)
	Bill	**04/27/2026**	INV-02522		(275.00)
	Bill	**04/27/2026**	INV-02517		(192.50)
	Bill	**04/27/2026**	INV-02518		(73.33)
	Bill	**04/27/2026**	INV-02519		(55.00)
	Bill Payment	**04/28/2026**	7620		1,396.23
Bill Payment #7557 - Oxford Consulting Services(iQ					(137.50)
Academy)	Bill	**04/03/2026**	INV-02420		
	Bill	**04/03/2026**	INV-02421		(27.50)
	Bill	**04/03/2026**	INV-02416		(220.00)
	Bill	**04/03/2026**	INV-02419		(55.00)
	Bill	**04/03/2026**	INV-02418		(357.50)
	Bill Payment	**04/06/2026**	7557		797.50
					0.00
Bill Payment #7605 - California Virtual Academy @ San					(31,247.00)
Jaoquin(IQ Academy)	Bill	**04/28/2026**	Interco to SJ for Apr '26	Interco to SJ for Apr '26	
	Bill Payment	**04/28/2026**	7605	Interco to SJ for Apr '26	31,247.00
					0.00
Bill Payment #7627 - Starfall Education Foundation.(iQ					(35.00)
Academy)	Bill	**04/27/2026**	7047-7622-7533		
	Bill Payment	**04/28/2026**	7627		35.00
					0.00
					0.00
				Total	**6,073,799.79**

Transaction Summary
IQ Academy California Los Angeles

Vendor	Amount
AppleOne Employment Services	2,993.46
Document Tracking Services	1,938.60
Smile From The Inside, Inc.	1,541.58
Cornerstone Educational Solutions	1,500.00
Pitney Bowes Bank Inc Purchase Power	1,411.45
Effectual Educational Consulting Service	1,190.36
Google Workspace	989.44
FusionPlus Inc	563.99
DataBasics, Inc.	481.26
De Lage Landen Financial Services Inc.	420.83
Barrington Staffing Services	412.60
Certified Languages International	366.75
Pitney Bowes Global Financial Services	318.25
UBEO Business Services	312.63
AT&T Mobility	286.02
The Back Room Inc	276.73
Supreme Facility Services, Inc.	247.40
Crisis Prevention Institute	224.04
UPS	174.35
Comm-Core	144.78
DROPBOX, INC.	135.36
Southern California Edison	130.87
Bill.com	114.84
Jose's Gardening Services	90.24
Quill Corporation	75.84
Ontario Refrigeration	74.37
Verizon Wireless	66.15
Domino's	60.22
ULINE	54.89
Everon, LLC	36.77
BlueTriton Brands, Inc	35.54
Doctors Wellness Company LLC dba WellnessMart MD	32.64
Costco	28.22
Waste Management	27.70
County Fire Protection	24.59
Amazon	22.76
NCS Pearson, Inc.	19.32
Paper Recycling & Shredding	16.99
Nothing Bundt Cake	13.21
Orkin	12.59
Grand Total	**16,867.62**

Transaction Details
iQ Academy - LA

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	iQ
Paper Recycling & Shredding		52802 Office Supplies Expense :				113.00	8.50
	Office Expense	Office Supplies - COS	**101 General**	LLC 625506	March (3-19)		
				LLC 626608	April (4-2)	113.00	8.50
	Office Expense Total					**226.00**	**16.99**
Paper Recycling & Shredding Total						**226.00**	**16.99**
UPS		54302 Postage & Delivery Expense :				201.98	15.19
	Shipping	Messenger & Delivery	**101 General**	LLC 000073Y68E126	March (3-21)		
				LLC 000073Y68E136	March (3-28)	260.94	19.62
				LLC 000073Y68E146	April (4-4)	451.58	33.96
				LLC 000073Y68E156	April (4-11)	162.11	12.19
				LLC 000073Y68E166	April (4-18)	217.09	16.32
			280 SPED	LLC 0000V9159W126	March (3-21)	281.47	21.17
				LLC 0000V9159W136	March (3-28)	188.22	14.15
				LLC 0000V9159W146	April (4-4)	202.15	15.20
				LLC 0000V9159W156	April (4-11)	65.93	4.96
				LLC 0000V9159W166	April (4-18)	240.75	21.58
	Shipping Total					**2,272.22**	**174.35**
UPS Total						**2,272.22**	**174.35**
Waste Management		53400 Rent and Utilities : Repairs and				171.31	12.88
	Operations and Housekeeping Services	Maintenance	**101 General**	LLC 7365676-0283-3	April		
				LLC 7365691-0283-2	April	197.01	14.81
	Operations and Housekeeping Services Total					**368.32**	**27.70**
Waste Management Total						**368.32**	**27.70**
		53400 Rent and Utilities : Repairs and				3,290.00	247.40
Supreme Facility Services, Inc.	**Operations and Housekeeping Services**	Maintenance	**101 General**	LLC 4795	April		
	Operations and Housekeeping Services Total					**3,290.00**	**247.40**
Supreme Facility Services, Inc. Total						**3,290.00**	**247.40**
		52802 Office Supplies Expense :		111-6900988-		34.30	2.58
Amazon	**Office Expense**	Office Supplies - COS	**101 General**	7093019	March		
				111-0315634-		32.12	2.42
				0910602	April		
				111-0297514-		14.44	1.09
				0230603	April		
				111-5441627-		111.99	8.42
				0892210	April		
				111-7038353-		79.86	6.01
				1691402	April		
				111-4739803-		19.79	1.49
				8835419	April		
				111-9090366-		10.16	0.76
				2384241	April		
	Office Expense Total					**302.66**	**22.76**
Amazon Total						**302.66**	**22.76**
		53801 Phone & Internet Expense :		LLC 80557846671578		535.85	40.30
AT&T Mobility	**Communications**	Telephone	**101 General**	032826	March(3-19)		
				LLC 8279194117	March	1,761.93	132.50
				LLC 4605674111	March	1,505.79	113.23
	Communications Total					**3,803.57**	**286.02**
AT&T Mobility Total						**3,803.57**	**286.02**
		51806 Professional Svcs & Outside Labor : Outside Labor/Temporary				14,802.00	1,113.09
AppleOne Employment Services	**Outside Service**	Help	**101 General**	LLC 01-7268878	March (3-21)		
				LLC 01-7273326	March (3-28)	14,130.73	1,062.61
				LLC 01-7276208	April (4-4)	10,579.84	795.59
				LLC 01-7280614	March (3-14)	294.72	22.16
	Outside Service Total					**39,807.29**	**2,993.46**
AppleOne Employment Services Total						**39,807.29**	**2,993.46**
		55801 Dues, Memberships &				1,498.00	114.84
Bill.com	**Dues and Memberships**	Research Svcs : Memberships	**101 General**	26045511697	April		
	Dues and Memberships Total					**1,498.00**	**114.84**
Bill.com Total						**1,498.00**	**114.84**
		51801 Professional Svcs & Outside				20,500.00	1,541.58
Smile From The Inside, Inc.	**Outside Service-General**	Labor : Other Professional Services	**101 General**	LLC 2238	April		
	Outside Service-General Total					**20,500.00**	**1,541.58**
Smile From The Inside, Inc. Total						**20,500.00**	**1,541.58**
		51801 Professional Svcs & Outside	**320 Supp- ELD**			2,731.50	366.75
Certified Languages International	**Outside Service-General**	Labor : Other Professional Services	**Services**	LLC 74586033126	March		
	Outside Service-General Total					**2,731.50**	**366.75**
Certified Languages International Total						**2,731.50**	**366.75**
		51801 Professional Svcs & Outside	**320 Supp- ELD**			15,698.75	1,938.60
Document Tracking Services	**Outside Service-General**	Labor : Other Professional Services	**Services**	LLC T-930650096	March		
	Outside Service-General Total					**15,698.75**	**1,938.60**
Document Tracking Services Total						**15,698.75**	**1,938.60**
		53801 Phone & Internet Expense :				1,925.26	144.78
Comm-Core	**Communications**	Telephone	**101 General**	LLC 1115906	April		
	Communications Total					**1,925.26**	**144.78**
Comm-Core Total						**1,925.26**	**144.78**
		51801 Professional Svcs & Outside				6,399.80	481.26
DataBasics, Inc.	**Outside Service-General**	Labor : Other Professional Services	**101 General**	LLC 0816371	March		
	Outside Service-General Total					**6,399.80**	**481.26**
DataBasics, Inc. Total						**6,399.80**	**481.26**
		56504 Program Fees & Other				879.69	66.15
Verizon Wireless	**Telephone - Adminstration**	Instructional : Admin - Telephone	**101 General**	LLC 6140169996	March		
	Telephone - Adminstration Total					**879.69**	**66.15**
Verizon Wireless Total						**879.69**	**66.15**
		52802 Office Supplies Expense :				472.62	35.54
BlueTriton Brands, Inc	**Office Expense**	Office Supplies - COS	**101 General**	LLC 06D8710033059	March		
	Office Expense Total					**472.62**	**35.54**
BlueTriton Brands, Inc Total						**472.62**	**35.54**
		53400 Rent and Utilities : Repairs and				167.40	12.59
Orkin	**Operations and Housekeeping Services**	Maintenance	**101 General**	LLC 292138726	March (3-26)		
	Operations and Housekeeping Services Total					**167.40**	**12.59**
Orkin Total						**167.40**	**12.59**
		54301 Postage & Delivery Expense :		LLC 8000-9090-1005-		18,769.54	1,411.45
Pitney Bowes Bank Inc Purchase Power	**Postage**	Postage	**101 General**	2145 041626	April (4-16)		
	Postage Total					**18,769.54**	**1,411.45**
Pitney Bowes Bank Inc Purchase Power Total						**18,769.54**	**1,411.45**
		52802 Office Supplies Expense :				601.53	45.23
Pitney Bowes Global Financial Services	**Office Expense**	Office Supplies - COS	**101 General**	LLC 3107825173	March (3-31)		

Transaction Details
iQ Academy - LA

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	iQ
Pitney Bowes Global Financial Services	Office Expense	52802 Office Supplies Expense : Office	101 General	LLC 1029125623	March (3-13)	2,100.00	157.92
				LLC 1029271796	April (4-10)	729.19	54.83
				LLC 3107736625	March (3-13)	58.71	4.41
				LLC 1029296352	April (4-15)	742.75	55.85
	Office Expense Total					4,232.18	318.25
Pitney Bowes Global Financial Services Total						4,232.18	318.25
Quill Corporation	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 48220173	March (3-18)	120.31	9.05
				LLC 48220627	March (3-18)	180.47	13.57
				LLC 48330568	March (3-28)	707.69	53.22
	Office Expense Total					1,008.47	75.84
Quill Corporation Total						1,008.47	75.84
Southern California Edison	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 700203189681 041426	March	1,740.29	130.87
	Utilities Total					1,740.29	130.87
Southern California Edison Total						1,740.29	130.87
FusionPlus Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-1033	April	7,500.00	563.99
	Outside Service-General Total					7,500.00	563.99
FusionPlus Inc Total						7,500.00	563.99
NCS Pearson, Inc.	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC 31347969	March (3-5)	276.82	19.32
	Non K12 Curriculum Total					276.82	19.32
NCS Pearson, Inc. Total						276.82	19.32
Doctors Wellness Company LLC dba WellnessMart MD	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-0017419	March	434.00	32.64
	Outside Service-General Total					434.00	32.64
Doctors Wellness Company LLC dba WellnessMart MD Total						434.00	32.64
Everon, LLC	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 160805672	May	489.02	36.77
	Operations and Housekeeping Services Total					489.02	36.77
Everon, LLC Total						489.02	36.77
The Back Room Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-4258	February (2-28)	3,680.00	276.73
	Outside Service-General Total					3,680.00	276.73
The Back Room Inc Total						3,680.00	276.73
Barrington Staffing Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	280 SPED	LLC 45506	March (3-22)	1,380.52	113.20
				LLC 45527	March (3-29)	1,104.42	90.56
				LLC 45547	April (4-5)	1,036.29	84.98
				LLC 45594	April (4-19)	1,381.55	123.86
	Outside Service Total					4,902.78	412.60
Barrington Staffing Services Total						4,902.78	412.60
Crisis Prevention Institute	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC NAIN-215778	February (2-18)	2,499.00	224.04
	Non K12 Curriculum Total					2,499.00	224.04
Crisis Prevention Institute Total						2,499.00	224.04
Effectual Educational Consulting Service	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC 13772	February	4,687.50	468.75
				LLC 13774	February	8,800.00	721.61
	Subagreements for Services Total					13,487.50	1,190.36
Effectual Educational Consulting Service Total						13,487.50	1,190.36
Cornerstone Educational Solutions	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC INV-1737	November	6,600.00	1,500.00
	Subagreements for Services Total					6,600.00	1,500.00
Cornerstone Educational Solutions Total						6,600.00	1,500.00
Google Workspace	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	300 Supp	9194-6590-6698	April	989.44	989.44
	Dues and Memberships Total					989.44	989.44
Google Workspace Total						989.44	989.44
County Fire Protection	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 26-33227	April (4-7)	327.00	24.59
	Outside Service-General Total					327.00	24.59
County Fire Protection Total						327.00	24.59
De Lage Landen Financial Services Inc.	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 596497938	April	2,866.35	215.55
				LLC 596180403	March	2,729.86	205.28
	Equipment Rental Expense Total					5,596.21	420.83
De Lage Landen Financial Services Inc. Total						5,596.21	420.83
Ontario Refrigeration	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC GW38349M	April (4-1)	989.00	74.37
	Operations and Housekeeping Services Total					989.00	74.37
Ontario Refrigeration Total						989.00	74.37
UBEO Business Services	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 5232260	April (4-13)	4,157.39	312.63
	Equipment Rental Expense Total					4,157.39	312.63
UBEO Business Services Total						4,157.39	312.63
DROPBOX, INC.	Prepaid Other	13514 Prepaid Other	730 CSI	LLC INV-40132	April (4-18)	1,800.00	135.36
	Prepaid Other Total					1,800.00	135.36
DROPBOX, INC. Total						1,800.00	135.36
Jose's Gardening Services	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3035	February	600.00	45.12
				LLC 3040	March	600.00	45.12
	Operations and Housekeeping Services Total					1,200.00	90.24
Jose's Gardening Services Total						1,200.00	90.24
ULINE	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 206735508	April (4-14)	729.96	54.89
	Office Expense Total					729.96	54.89
ULINE Total						729.96	54.89
Costco	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	1272860489	March	375.26	28.22
	Office Expense Total					375.26	28.22
Costco Total						375.26	28.22

Transaction Details
iQ Academy - LA

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	iQ
		51304 Travel & Entertainment :				415.38	31.24
Domino's	**Internal Meals & Entertainment**	Internal Meals & Entertainment	**101 General**	32	April		
				04222026	April	385.38	28.98
	Internal Meals & Entertainment Total					**800.76**	**60.22**
Domino's Total						**800.76**	**60.22**
		51304 Travel & Entertainment :				175.70	13.21
Nothing Bundt Cake	**Internal Meals & Entertainment**	Internal Meals & Entertainment	**101 General**	058093441	April		
	Internal Meals & Entertainment Total					**175.70**	**13.21**
Nothing Bundt Cake Total						**175.70**	**13.21**
Grand Total						**183,103.40**	**16,867.62**

APPROVED

TO: IQ ACADEMY CALIFORNIA - LOS ANGELES GOVERNING BOARD

BOARD REPORT #15

VIA: IQ ACADEMY STAFF
June 16, 2026

SUBJECT: Authorization to Execute and Submit CalSTRS Charter School Certification Form 0765

PROPOSAL: It is proposed that the Governing Board of iQ Academy California - Los Angeles authorize execution and submission of the attached California State Teachers' Retirement System (CalSTRS) Charter School Certification Form 0765.

BACKGROUND: CalSTRS Employer Directive 2026-01 requires charter schools and nonprofit public benefit corporations to complete the California State Teachers' Retirement System (CalSTRS) Charter School Certification Form 0765 by June 30, 2026. Legal counsel confirmed the attached Form 0765 is the correct form. The attached form, not this report, is the certification document to be executed and submitted after Board authorization.

BUDGET IMPLICATIONS: None

RECOMMENDATIONS:

It is recommended the Governing Board:

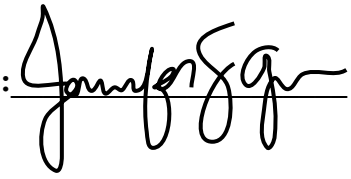
Authorize the execution and submission of the attached California State Teachers' Retirement System (CalSTRS) Charter School Certification Form 0765 and related certifications needed for continued CalSTRS compliance.

RESPECTFULLY SUBMITTED:
Nick Stecken
Head of School

PREPARED BY:
Nick Stecken
Head of School

PRESENTED BY:
Nick Stecken
Head of School

Ayes: 3 No: 0 Abstain: 0

Approved: Yes **Witnessed:**  **Date: 6/16/2026**

Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Julie Mendoza	X					X
Ben Pace	X				X	
Esther Garcia	X					

CalSTRS
HOW WILL YOU SPEND YOUR FUTURE?

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

Section 1: Charter School Identification

CHARTER SCHOOL NAME IQ Academy California - Los Angeles
CHARTER SCHOOL COUNTY-DISTRICT-SCHOOL (CDS) CODE 19734520120600
NPBC NAME IQ Academy California - Los Angeles
NPBC MAILING ADDRESS 50 Moreland Road, Simi Valley, CA 93065

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

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

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

Section 2: Certification

Check one:

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

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

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

(a) NPBC is a nonsectarian independent public school that serves a governmental purpose by providing tuition-free elementary or secondary education, or both.

(b) NPBC is established and operates a charter school in accordance with the Charter Schools Act of 1992, as amended, authorizing NPBC to create or establish one or more independent public schools.

(c) Participation in CalSTRS for NPBC's employees is contingent on each employee having a written contract to perform creditable service under the Teachers' Retirement Law and only for those employees who actually perform creditable service activities under that contract. A true and correct copy of all written contracts for eligible employees will be updated and maintained by NPBC. NPBC will furnish copies of any written contracts at any time upon the request of CalSTRS.

(d) NPBC satisfies either of the following:

(1) NPBC's governing board or body is controlled by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. NPBC confirms that the state or political subdivision has the power to nominate, appoint, remove, and replace a majority of the members of the NPBC's governing board or board, or a majority of the members of the NPBC's governing board or body are publicly nominated and elected under state law.

(2) NPBC satisfies all of the following requirements:

(i) The primary source of NPBC's funding is from the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision.

(ii) The rights of NPBC's employees to their accrued benefits under CalSTRS are not dependent on whether NPBC continues to

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

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

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

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

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

Section 3: Required Signature

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

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

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

PRINT NAME OF OFFICIAL REPRESENTATIVE Nick Stecken	
REPRESENTATIVE'S POSITION TITLE Head of School	
REPRESENTATIVE'S EMAIL nicstecken@iqcala.com	
REPRESENTATIVE'S PHONE NUMBER (805) 581-0202	
REPRESENTATIVE'S SIGNATURE	SIGNATURE DATE

APPROVED

TO: IQ ACADEMY CALIFORNIA- LOS ANGELES GOVERNING BOARD

BOARD REPORT #16

VIA: IQ ACADEMY STAFF
June 16, 2026

SUBJECT: Approval of Amended Bylaws for iQ Academy California - Los Angeles

PROPOSAL: It is proposed that the Governing Board of iQ Academy California - Los Angeles approve the amended Bylaws.

BACKGROUND: The amended Bylaws were reviewed by school legal counsel to address current legal updates and CalSTRS certification compliance. Board approval places the updated bylaws into the Board record as a public governing document and supports the school's nonprofit public benefit corporation and public retirement system compliance work.

BUDGET IMPLICATIONS: None

RECOMMENDATIONS:

It is recommended the Governing Board:

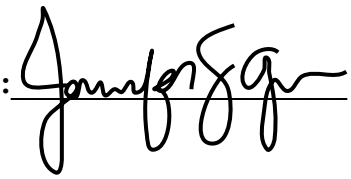
Review and approve the amended Bylaws for iQ Academy California - Los Angeles.

RESPECTFULLY SUBMITTED:
Nick Stecken
Head of School

PREPARED BY:
Nick Stecken
Head of School

PRESENTED BY:
Nick Stecken
Head of School

Ayes: 3 No: 0 Abstain: 0

Approved: Yes **Witnessed:**  **Date: 6/16/2026**

Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Julie Mendoza	X					
Ben Pace	X				X	
Esther Garcia	X					X

BYLAWS
OF
iQ ACADEMY, CALIFORNIA – LOS ANGELES
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this Corporation is iQ Academy, California – Los Angeles.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this Corporation is 50 Moreland Road, Simi Valley, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these Bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this Corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this Corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction and definitions in the California Nonprofit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This Corporation's assets are irrevocably dedicated to public and charitable purposes. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation.

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This Corporation shall have no members within the meaning of the Nonprofit Corporation Law.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the Articles of Incorporation or Bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board").

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these Bylaws and in the iQ Academy, California – Los Angeles charter, but subject to the same limitations, the Board of Directors shall have the power to:

a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the Articles of Incorporation, and these Bylaws; fix their compensation; and require from them security for faithful service.

b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; and conduct its activities in or outside California.

c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

d. Adopt and use a corporate seal; and alter the forms of the seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than nine (9), unless changed by amendments to these Bylaws. One (1) seat shall be reserved for a parent of a current Charter School student, to be appointed by the Board each year at the annual September meeting of the Board. Remaining directors shall be community members with expertise in one or more of the following areas key to the operation of the Charter School: technology, curriculum, finance, business management, legal, public relations, instruction, and school administration. All directors shall be designated by the existing Board of Directors.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise; and (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 such person.

Section 5. DIRECTORS' TERM. Except for the parent representative and chartering authority representative (if any), each director shall hold office for three (3) years and until a successor director has been designated and qualified. The parent representative shall hold a one (1) year term, with no term limitations, so long as he or she remains the parent of a student currently enrolled in a charter school operated by the Corporation. The term of the representative of the chartering authority shall be determined by the chartering authority's Board of Trustees.

Section 6. NOMINATIONS BY COMMITTEE. The Chair of the Board of Directors or, if none, the 'Vice-Chair will appoint a committee to designate qualified candidates for appointment to the Board of Directors at least thirty (30) days before the date of any appointment of directors. The nominating committee shall make its report at least seven (7) days before the date of the appointment or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these Bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. No Corporation funds may be expended to support a nominee.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. 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 California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of

directors; or (d) the failure of the directors, at any meeting at which any director or directors are to be appointed, to appoint the number of directors required to be appointed at such meeting; and (e) the failure of a parent Board member to have at least one (1) child enrolled in a charter school operated by the Corporation.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chair of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly appointed director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director, except for the representative designated by the chartering authority, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting is given in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The representative designated by the chartering authority may be removed without cause by the chartering authority or with the written consent of the chartering authority. Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for a vacancy in the seat of the representative designated by the chartering authority, may be filled by approval of the Board of Directors.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. The Board of Directors may designate that a meeting be held within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by the Corporation reside. A two-way teleconference location shall be established at each resource center. The Corporation shall audio record, video record, or both, all the Board meetings and post the recordings on each charter school's internet website. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act and Education Code section 47604.1.

Section 15. MEETINGS; ANNUAL MEETINGS. The Board of Directors shall meet annually each September for the purpose of organization, election of officers, adoption of the regular Board meeting schedule, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by

the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. The Board shall meet at least four times yearly pursuant to a calendar set by the Board at its annual organizational meeting in September. The regular Board meeting schedule may be revised as necessary by the Board of Directors. In accordance with the Brown Act, regular meetings of the Board of Directors may be held only after seventy-two (72) hours notice is given to each director and to the public through the posting of an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The Chair shall have the authority to reschedule a regular meeting as necessary to establish a quorum of directors.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chair of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chair of the Board has not been elected then the Vice-Chair is authorized to call a special meeting in place of the Chair of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

a. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner: Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

c. The notice of special meeting shall state the time of the meeting, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum, except as otherwise provided by the California Nonprofit Corporation Law. Should there be fewer than a majority of the directors

present at the inception any meeting, the meeting shall be adjourned. Voting directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 20. TELECONFERENCE MEETINGS[1]. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by the Corporation reside ;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public, and members of the public shall be provided with an opportunity to address the Board of Directors directly at each teleconference location;[2]

e. Members of the public must be able to hear what is said during the meeting.

[3]Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors, to serve at the pleasure of the Board. Only committees

[1] Pursuant to Government Code Section 54953.8, the Corporation may use teleconferencing without complying with the requirements of paragraphs (a), (c), and (d) if the Corporation complies with the requirements of Sections 54953.8.2., 54953.8.3, or 54953.8.6.

[2] This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

comprised solely of directors may exercise delegated authority of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

a. Fill vacancies on the Board of Directors or any committee of the Board;

b. Amend or repeal bylaws or adopt new bylaws;

c. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

d. Create any other committees of the Board of Directors or appoint the members of committees of the Board;

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these Bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these Bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this Corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this Corporation shall be a President, a Secretary, and a Treasurer. The Corporation, at the Board's direction, may also have a Chair of the Board, one or more Vice-Chairs, one or more assistant secretaries, one or more assistant treasurers. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or the Chair of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this Corporation shall be elected annually each September by the Board of Directors and shall serve at the pleasure of the Board, subject to the provisions of Corporations Code Section 5213.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. 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 normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIR OF THE BOARD. If a Chair of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chair of the Board of Directors is elected, there shall also be a Vice-Chair of the Board of Directors. In the absence of the Chair, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the Chair of the Board, if any, and subject to the control of the Board, the President, also known as the Head of School, shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification.. The President shall have such other powers and duties as the Board of Directors or the Bylaws may require.

Section 10. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken..

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the

Articles of Incorporation and Bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these Bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the Bylaws may require.

Section 11. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Treasurer shall send or cause to be sent to directors such financial statements and reports as are required to be given by law, by these Bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the President, Chair of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board or the Bylaws may require.

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

ARTICLE IX
CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall comply with Government Code Section 1090. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest

ARTICLE X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall comply with Government Code Section 1090. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code and the applicable conflict of interest laws have been fulfilled.

ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This Corporation shall not

lend any money or property to or guarantee the obligation of any director or officer; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XII
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII
INSURANCE

Section 1. INSURANCE. This Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This Corporation shall keep:

a. Adequate and correct books and records of account;
b. Written minutes of the proceedings of the Board and committees of the Board; and
c. Such reports and records as required by law.

ARTICLE XV
INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at

any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. 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 2. RESPONDING TO INQUIRIES. In accordance with Education Code Section 47604.3, the Corporation shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from its chartering authority, the county office of education that has jurisdiction over the Charter School's chartering authority, or form the Superintendent of Public Instruction, and shall consult with the chartering authority, the county office of education, or the Superintendent of Public Instruction regarding any inquiries.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This Corporation shall keep at its principal California office the original or a copy of the Articles of incorporation and Bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the Corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the Articles of incorporation and Bylaws, as amended to the current date.

ARTICLE XVI
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;

b. The principal changes in assets and liabilities, including trust funds;

c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

d. The Corporation's expenses or disbursement for both general and restricted purposes;

e. Any information required under these Bylaws; and

f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporation will comply with Corporations Code section 6322.

ARTICLE XVII
BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall make any provisions of these Bylaws inconsistent with the Corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the iQ Academy, California – Los Angeles, a California nonprofit public benefit corporation; that these Bylaws, consisting of 15 pages, are the Bylaws of this Corporation as adopted by the Board of Directors on _____; and that these Bylaws have not been amended or modified since that date.

Executed on _____ at Rowland Heights, California.

_____
Deena Anthony, Secretary
4902-5599-1725, v. 4

APPROVED

TO: IQ ACADEMY CALIFORNIA- LOS ANGELES GOVERNING BOARD

BOARD REPORT #19

VIA: IQ ACADEMY STAFF
June 16, 2026

SUBJECT: Approval or Ratification of Memorandum of Understanding (MOU) between iQ Academy California - Los Angeles and Rowland Unified School District

PROPOSAL: It is proposed that the Governing Board of iQ Academy California - Los Angeles approve or ratify an MOU between iQ Academy California - Los Angeles and Rowland Unified School District.

BACKGROUND: The proposed MOU is to set in place the understanding and conditions of operations between iQ Academy California - Los Angeles and Rowland Unified School District. This action is required in order to note in Governing Board minutes that the operational procedures between the two entities have been put in writing and exist as public documents. The MOU outlines the respective fiscal and administrative responsibilities, oversight procedures, legal relationships, and operational conditions for the Charter School during the current charter term, which runs through June 30, 2031, subject to approval by the respective governing boards.

BUDGET IMPLICATIONS:
No additional budget impact is anticipated beyond the fiscal, oversight, insurance, and operational responsibilities described in the MOU.

RECOMMENDATIONS:
It is recommended that the Governing Board:

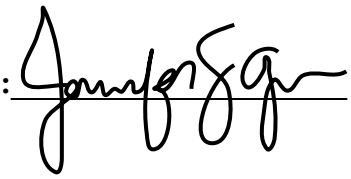
1. Authorize the Head of School or his designee to sign and implement the MOU on behalf of iQ Academy California - Los Angeles.
2. Approve or ratify the document as presented.

RESPECTFULLY SUBMITTED
Nick Stecken
Head of School

PREPARED BY:
Nick Stecken
Head of School

PRESENTED BY:
Nick Stecken
Head of School

Ayes: 3 No: 0 Abstain: 0

Approved: Yes **Witnessed:**  **Date: 6/16/2026**

Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Julie Mendoza	X				X	
Ben Pace	X					
Esther Garcia	X					X

MEMORANDUM OF UNDERSTANDING
BETWEEN
ROWLAND UNIFIED SCHOOL DISTRICT
AND iQ ACADEMY, CALIFORNIA — LOS ANGELES

This Agreement ("Agreement") is executed between the Rowland Unified School District ("District") and iQ Academy, California — Los Angeles ("iQLA"), a California nonprofit public benefit corporation authorized to operate iQ Academy California-Los Angeles ("Charter School").

I. RECITALS

A. The Rowland Unified School District ("District") is a public school district existing under the laws of the State of California.

B. IQLA is a California non-profit public benefit corporation that operates the Charter School, a public charter school existing under the laws of the State of California and under the supervisory oversight of the District. IQLA/Charter School shall be responsible for, and have all rights and benefits attributable to, IQLA/Charter School as further outlined herein, and where this Agreement obligates IQLA/Charter School to a particular course of action, IQLA/Charter School shall also be required to fulfill such obligation.

C. The District is the authorizing agency of the Charter School. On August 1, 2025, IQLA sought to renew its charter. On November 20, 2025, the District's Board of Education ("Board") approved the renewal of IQLA's charter for a five-year term (July 1, 2026 – June 30, 2031).

D. This Agreement is intended to outline the agreement of IQLA/Charter School and the District regarding their respective fiscal and administrative responsibilities and their legal relationships as well as the operation of the Charter School.

E. The terms of this Agreement are intended to become part of the conditions, standards and procedures set forth in IQLA's charter document ("Charter"). For avoidance of doubt, the District cannot revoke the Charter due to a material violation of the Agreement without following the processes and procedures set forth in Education Code section 47607 and its implementing regulations. If the terms of this Agreement conflict with the terms of the Charter, this Agreement will control the handling or resolution of the particular issue in question. The parties will meet to consider the Charter or Agreement to reach consistency, if necessary. In addition, if the Charter is silent on an issue addressed by this Agreement, this Agreement shall control.

II. AGREEMENTS

A. Term.

1. This Agreement will govern the relationship between the District and IQLA regarding the operation of the Charter School during the duration of the Charter term, which shall terminate no later than June 30, 2031. This Agreement is subject to approval by the respective governing boards of the District and IQLA/Charter School. The fully executed and approved Agreement shall be provided to the parties on or before June 30, 2026.

2. Any modification of this Agreement must be in writing, executed by duly authorized representatives of both parties, ratified by the respective governing boards, and must indicate intent to modify or amend the Agreement.

3. This Agreement shall terminate automatically upon closure of the Charter School for any reason, except as may be specified otherwise herein. "Closure" means that all legally required closure processes are completed.

B. Funding.

1. The Charter School is eligible for state funding under the Local Control Funding Formula ("LCFF") in accordance with Education Code section 47633 *et seq.* In addition to LCFF Base Funding, the Charter School will also receive applicable Supplemental and Concentration funds to support targeted pupils classified as English Learners ("EL"), those who meet income requirements to receive a free or reduced-price meal ("FRPM"), foster youth, or any combination of these factors (unduplicated count). The Charter School will be responsible for providing the California Department of Education with all data required for funding. The LCFF Funding will not include:

   a. Programs for which the Charter School is required to apply separately such as summer school or class-size reduction.

   b. Special Education programs, such funds are allocated to the Special Education Local Plan Area ("SELPA") in which the Charter School is a member as a Local Education Agency ("LEA"), which is not the same SELPA with which the District is affiliated. The Charter School shall provide all necessary special education programs and services to all eligible students enrolled in the Charter School.

   c. The Charter School shall bear all special education costs which exceed its special education funding entitlement during this period.

   d. Lottery funds will be funded directly from the State, through the District, to the Charter School, in addition to the LCFF Funding. A portion of Lottery Funds must be spent on instruction, as dictated by the State.

2. The Charter School represents that it is eligible for Federal funding, including, but not limited to, Title I, II, IV and VII, based on the qualification of the Charter School's students for such funding.

3. The Charter School shall elect to receive funding from the State directly, pursuant to Education Code section 47651.

4. The Charter School may receive funding from new or one-time funding sources available to schools or school districts provided by the State of California, to the extent that the Charter School and its students generate such entitlements. Additionally, the Charter School may apply for private grants, if approved by the Charter School Governing Board.

5. Grants written by and obtained by the Charter School will go directly to the Charter School and not through the District or be subtracted from the resources the District would otherwise have allocated to the Charter School, unless otherwise agreed to in writing between the District and IQLA/Charter School.

6. In addition to the LCFF funding specified herein, the parties recognize the authority of IQLA/Charter School to pursue additional sources of funding.

7. If the District applies for additional sources of funding in the form of grants and/or categorical funding at the request of and for the benefit of the Charter School, which it may do in its sole discretion, the District will receive a percentage of such funds to be allocated to the Charter School. The District will charge the maximum indirect cost as allowed under law or as specified by the specific funding source. Funds shall be allocated to the Charter School on a prorated basis related to the formula that generates the funds. For example, if funds are generated on a per-eligible-student basis, they shall be allocated to the Charter School on a per-eligible-student basis, minus the administration fee (i.e., indirect charge fee) charged by the District. However, nothing in this provision shall be construed to obligate the District to apply for any source of funding on behalf of the Charter School, and any such application shall be voluntary on the part of the District.

8. IQLA and the Charter School shall cooperate fully with the District in any applications made by the District on behalf of the students of the Charter School.

9. IQLA agrees to comply with all applicable laws and regulations related to receipt and expenditure of such funds.

10. The District shall annually transfer to IQLA funding, in lieu of property taxes, in monthly installments on or before the fifteenth (15^{th}) of each month pursuant to Education Code section 47635.

11. IQLA agrees that all loans received by IQLA and the Charter School shall be the sole responsibility of IQLA and the Charter School and the District shall have no obligation for repayment.

12. IQLA agrees that all revenue obtained by the Charter School shall only be used to provide educational services and support consistent with its Charter and shall not be used for purposes other than those set forth in the approved Charter, this Agreement, or any authorized amendments. All expenditures shall be in accordance with applicable law.

13. IQLA shall not seek, and is not entitled to, a share of additional operational funding pursuant to Education Code section 47636, subdivision (a).

C. Legal Relationship.

1. The parties recognize that IQLA, a non-profit public benefit corporation, is a separate legal entity that operates the Charter School under the supervisorial oversight of the District.

2. Pursuant to Education Code section 47604(c), the District shall have the discretion, and IQLA shall permit the District, to place a single representative on the board of directors of IQLA.

3. IQLA shall be wholly responsible for the Charter School's operations and shall manage its operations efficiently and economically within the constraints of IQLA's/the Charter School's annual budget. The District shall not be liable for the debts or obligations of IQLA or the Charter School, for claims arising from the debts or obligations of IQLA or the Charter School, or for claims arising from the performance of acts, errors, or omissions by IQLA or the Charter School. IQLA/Charter School agrees to indemnify the District as set forth in the Charter and this Section without regard to whether the District has performed the oversight responsibilities described in Education Code Sections 47604.32 and 47605(m).

4. Neither IQLA nor the Charter School shall have the authority to enter into a contract that would bind the District or to extend the credit of the District to any third person or party. IQLA and the Charter School shall clearly indicate to vendors and other entities and individuals outside the District with which or with whom IQLA or the Charter School enters into an agreement or contract that the obligations of IQLA or the Charter School under such agreement or contract are solely the responsibility of IQLA or the Charter School and are not the responsibility of the District.

5. IQLA and the Charter School shall, to the fullest extent permitted by law, indemnify, defend, and hold harmless the District and its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns

(collectively "District Personnel") from and against any and all actions, lawsuits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against the District and/or District Personnel, that may be asserted or claimed by any person, firm, or entity arising out of, or in connection with IQLA's or the Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by IQLA or the Charter School, its board of directors, administrators, employees, agents, representatives, volunteers, successors and assigns (collectively "Charter School Personnel"). This indemnity and hold harmless provision shall exclude actions brought by third parties against the District arising out of any intentional acts of the District and/or District Personnel or solely out of any acts or omissions of the District and/or District Personnel that are not otherwise related to or connected with IQLA or the Charter School and/or the Charter School Personnel. This indemnification clause shall survive termination of this Agreement.

6. IQLA and the Charter School will comply with all applicable state and federal laws, including, without limitation, the Ralph M. Brown Act (Gov. Code, § 54950 et seq.), the California Public Records Act (Gov. Code, § 7920.000 et seq.), and conflict of interest laws applicable to charter schools, including without limitation, the Political Reform Act (Gov. Code, § 87100) and Government Code section 1090 et seq.

7. IQLA and the Charter School shall comply with all applicable federal and state laws concerning the maintenance and disclosure of student records, including, without limitation, the Family Educational Rights and Privacy Act of 1974 (20 U.S.C.A. §1232g), all applicable state and federal laws and regulations concerning the improvement of student achievement, including, without limitation, applicable provisions of the Every Student Succeeds Act ("ESSA"), and agrees to take appropriate remedial action if notified by the State of California of a violation of any of the foregoing.

8. Any complaints or concerns, including, but not limited to, complaints filed with the Office for Civil Rights, the United States Equal Employment Opportunity Commission, or under the Fair Employment and Housing Act, received by the District about any aspect of the operation of the Charter School or about the Charter School shall be promptly forwarded by the District to IQLA/Charter School. The District may request that IQLA or the Charter School inform the District of how such concerns or complaints are being addressed, and IQLA or the Charter School shall provide such information. IQLA or the Charter School shall handle its own uniform complaints pursuant to a Uniform Complaint Procedure adopted in accordance with California Code of Regulations, title 5, section 4600 et seq.

D. Fiscal Relationship.

1. **Oversight Obligations**. The District shall provide the following oversight of IQLA/Charter School, and IQLA and the Charter School acknowledge and affirm the District's responsibilities identified herein and agree to cooperate fully to enable the District to carry out its obligations as authorizer as provided herein and as required by law. Specifically, the District shall:

    a. Review and revise this Agreement and any subsequent agreements between the parties, as necessary, to clarify and interpret the Charter, any amendments to the Charter, and the relationship between IQLA/Charter School and the District.

    b. Monitor IQLA's fiscal condition, student performance, and compliance with the Charter and all applicable laws.

    c. Visit IQLA/Charter School at least once per year for purposes of programmatic and fiscal oversight.

    d. Ensure that IQLA/Charter School provides all reports required by law, including but not limited to the reports and documents identified in Subsection (D)(4) of this Agreement below.

    e. Notify the California Department of Education upon the occurrence of any of the events described in Education Code section 47604.32(a)(5).

    f. Review concerns, recommend remediation, and evaluate the remediation of the same regarding the operation of the Charter School as appropriate.

    g. Take any necessary corrective action or initiate revocation procedures if IQLA/Charter School fails to meet legal or performance standards set forth in the charter petition, including but not limited to document requests, hearings consistent with Education Code section 47607 and its implementing regulations, notices, investigations, and monitoring efforts to remedy genuine operational problems identified by the District.

2. **Oversight Procedures**.

    a. Site Visits. The District will conduct at least one annual site visit. The purpose of the visit will be to review IQLA/Charter School and its operations, instructional program, student achievement, and overall organizational health. Additional visits may occur at the District's discretion if concerns arise related to compliance, safety, or fiscal management. During site visits, IQLA will provide access to instructional materials, student work, governance records, fiscal reports, and other relevant documentation to

demonstrate compliance with any applicable legal requirement or valid directive and performance as required by law.

b. Annual Review. Each school year through the term of this Agreement, the District will conduct a formal oversight review. This review will include:

   i. Analysis of Charter School student achievement and growth.

   ii. Review of fiscal stability, including annual external independent audit findings.

   iii. Verification of compliance with all applicable state and federal laws.

   iv. Assessment of governance and leadership effectiveness (the degree to which it successfully implements the Charter School's educational program). For avoidance of doubt, the District shall not prepare a performance evaluation of any IQLA employee.

c. IQLA/Charter School Oversight Reporting Obligations. IQLA and the Charter School shall submit the reports identified in Subsection (D)(4) below to the District on or before the dates identified therein on an annual basis. IQLA/Charter School shall also provide any additional data reasonably requested by the District to meet its oversight obligations.

d. Oversight Fees. In accordance with Education Code section 47613, the District may charge IQLA/Charter School an annual oversight fee equal to:

   i. Up to one percent (1%) of IQLA's/the Charter School's annual revenue, if IQLA/Charter School provides its own facilities.

   ii. Up to three percent (3%) of IQLA/Charter School's annual revenue, if the District provides facilities for use by IQLA/Charter School, substantially rent-free.

e. These fees are intended to cover the actual costs incurred by the District in performing its oversight responsibilities, including, but not limited to, staff time, site visits, report reviews, and administrative support.

f. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula, calculated pursuant to Education Code section 42238.02, as implemented by Education Code section 42238.03.

g. Invoices provided by the District will be paid within thirty (30) days of delivery to IQLA/Charter School. Invoices may be presented to IQLA beginning in the month of July, for each year this Agreement is in effect. In

the event of a delay in receipt of initial direct funding from the State, IQLA agrees to make payment to the District within thirty (30) days of receiving such funding.

3. **Communication and Transparency**. IQLA and the Charter School will maintain open and ongoing communication with the District to promote collaboration and transparency. At a minimum, IQLA/Charter School shall:

   a. Participate in no more than two (2) oversight meetings organized by the District, distinct from the site visit, per year with designated District staff to review academic, financial, and operational performance.

   b. Provide timely responses to District inquiries and requests for information, including but not limited to, inquiries regarding IQLA's/Charter School's financial records. IQLA and the Charter School shall also make available to the District documents related to its curriculum provided by K12, Inc. upon District request.

   c. Notify the District promptly of any significant events that may impact IQLA's/the Charter School's fiscal or operational viability, such as changes in leadership, material litigation, or significant declines in enrollment.

   d. The duly authorized representative of IQLA/Charter School is the Head of School. The duly authorized representative of the District is the Superintendent. To ensure consistency in communications, all initial communication on matters related to this Agreement or any aspect of the operation of the Charter School shall be initiated by the authorized representative of the parties and directed to the designated representative of the other party.

   e. With the understanding of the parties that some state, federal and county documents directed toward IQLA/Charter School may be mailed to the District, the District agrees to pass on such documents and forms to IQLA/Charter School in a timely manner, so it may complete its legal obligations. IQLA/Charter School has full responsibility for the forms and documents it receives directly and those which it must access on the internet on its own.

4. **Documents, Data, and Reports**. For purposes of fiscal oversight and monitoring by the District, IQLA/Charter School shall provide the District with copies of the following documents, data and reports, in the form and at the times specified below:

   a. Student Data. IQLA/Charter School shall submit student enrollment projections to the District by May 1 of the preceding school year, each year. During the school year, monthly enrollment and average daily attendance

("ADA") reports with respect to the Charter School shall be provided to the District. IQLA/Charter School shall annually provide the District a list of names and addresses of students enrolled along with the school district of residence of each respective student no later than September 1 of each year.

i. IQLA/Charter School shall maintain contemporaneous written records of enrollment and ADA and make these records available to the District for inspection and audit upon request. IQLA/Charter School shall provide copies of the P-1, P-2, and annual state attendance reports to the District by January 15, April 30, and June 20, respectively, each year.

ii. Copies of amended state attendance reports, if any, shall be provided to the District within three (3) weeks of discovery of the need for making such an amendment. In addition, IQLA/Charter School shall provide all necessary information required to be submitted to the California Longitudinal Pupil Achievement Data System ("CALPADS") by no later than October 31 of each year, including the R-30 Report. Such reports must be generated using the required Standardized Account Code Structure ("SACS") and Attendance Reporting software. IQLA/Charter School shall ensure that coding of student information conforms to the District's student information system requirements.

iii. IQLA's/the Charter School's student discipline policies shall be provided to the District at least annually by September 1 of each year and as updated.

iv. IQLA/Charter School intends to recruit students who reside throughout Los Angeles County and all contiguous counties and intends to extensively market outside the District boundaries and not within the District boundaries. IQLA/Charter School's marketing plan shall be provided to the District no later than August 1 of each year, and as updated, and shall explain where marketing and recruitment efforts have focused and include copies of all marketing materials.

b. Personnel and Credential Data. Actual staffing data shall be provided to the District on an annual basis and prior to commencement of each school year. Teacher credentials, clearances, and permits shall be maintained on file at IQLA/Charter School and shall be subject to periodic inspection by the District. Copies of credentials and a list of teaching/class assignments for each teacher shall be provided to the District by IQLA/Charter School at the commencement of each school year, no later than September 15, and whenever any changes in credentials or assignments occur during the school year, along with written verification by IQLA/Charter School that any credentialing and/or certification requirements under ESSA have been met. IQLA shall also provide to the District, at the commencement of each school year and no later than September 15, all available information to demonstrate

compliance with Education Code section 45125 for Charter School employees.

Upon request by the District, a copy of IQLA/Charter School personnel and payroll policies shall be provided annually.

c. Budget and Financial Data.

i. Budget Data. A preliminary budget shall be provided to the District and the Los Angeles County Superintendent of Schools for review by no later than July 1 of each year. All key budget variables, including revenue, expenditure, debt, and beginning and ending balance variables shall be defined, and the budget shall be accompanied by a summary of certificated and classified employee salary data, and health benefit plans and policies as supporting documents.

IQLA agrees to present a budget that, by Year 2 of the charter term, provides for the amassing of a reserve equivalent to 3% of the Charter School's 2026-27 revenue. For Years 3, 4, and 5, the Charter School must present a budget with a reserve equivalent that required by law for a school district of a similar size to the Charter School.

IQLA shall provide the District with a copy of the adopted budget no later than July 15 of each year. IQLA shall provide the District with copies of budget revisions within two weeks of the making of the revisions, upon approval by the IQLA Board of Directors.

IQLA shall provide the District with a copy of any revisions to IQLA/Charter School budget guidelines, policies, and internal controls within four weeks of adoption of the revisions. IQLA shall also provide annual updates.

ii. Cash Flow Data. The District shall be notified at least three weeks in advance of the IQLA Board of Directors' action to incur short or long-term debt on behalf of IQLA/Charter School, and financing documents shall be made available for District review upon request.

iii. Financial Data. Bank account reconciliations for IQLA/Charter School will be the responsibility of IQLA.

IQLA shall provide the First Interim Financial Report to the District and the Los Angeles County Superintendent of Schools by December 1 of each year. The First Interim Financial Report shall reflect changes through October 31. IQLA will provide the Second Interim Financial Report to the District by March 1 of each year, and it shall reflect changes through January 31.

IQLA will provide the Unaudited Actuals Financial Report to the District and the Los Angeles County Superintendent of Schools by September 15 of each year.

iv. Financial Audit. IQLA shall provide a copy of IQLA's/the Charter School's Audited Financial Report to the District, the Los Angeles County Superintendent of Schools, the State Controller, and the California Department of Education by December 15 of each year. Audit exceptions or deficiencies identified in the audit report shall be addressed by IQLA through the development of a remediation plan outlining how and when they will be resolved, subject to District approval, which shall not be unreasonably withheld. The remediation plan will be provided to the District by January 15 of each year or within four (4) weeks following the finalization of the Audited Financial Report, whichever is later. Failure to obtain an approved remediation plan will be considered fiscal mismanagement within the meaning of Education Code section 47607(f)(3). Approval of the remediation plan will not be unreasonably withheld.

d. Governance Data and Meeting Information. Copies of meeting agendas for meetings of the IQLA Board of Directors shall be posted to the Charter School website at the time they are distributed to the public pursuant to the Brown Act. Copies of meeting minutes shall be posted to the Charter School website within five (5) days after their approval by the IQLA Board. IQLA shall provide the District with notice of all meetings by providing copies of agendas at the time said agendas are posted and will provide copies of minutes to the District from each meeting upon approval of the same. This requirement shall be fulfilled upon IQLA sending an email to the Assistant Superintendent of Educational Services with a link to the agendas and minutes on the Charter School's website.

IQLA/Charter School shall annually (on or before July 1 of each year) provide the District with a list of its directors and officers and shall notify the District within thirty (30) days of any change in the composition of these directors and officers.

e. Risk Management Data. Each year, no later than two weeks prior to the commencement of school, IQLA/Charter School shall provide the District with copies of all policies of insurance and memoranda of coverage.

IQLA will provide the District with a copy of the Charter School's School Safety Plan upon request.

f. Programmatic/Performance Audit. IQLA will prepare an annual performance report and shall provide all information necessary to demonstrate that the

Charter School is pursuing adequately and/or meeting any applicable accountability standards described in the ESSA, including annual progress.

The report shall also include: an analysis of whether student performance is meeting the goals specified in the charter, with data displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality; an overview of IQLA's/the Charter School's admission practices during the year and data regarding the numbers of students enrolled and the number on waiting lists; analysis of the effectiveness of IQLA's/the Charter School's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints. IQLA will provide the District with its performance audit by December 31 of each year.

g. Instructional Materials. IQLA shall provide the District with a list of core instructional and separate English Language Development materials by grade and content on an annual basis, no later than two weeks prior to the commencement of the school year.

h. Other Data.

i. IQLA shall provide such other documents, data and reports as may be reasonably requested or required by the District or the Los Angeles County Office of Education.

ii. Data required to be submitted pursuant to Subsection (D)(4) of this Agreement above shall be submitted in electronic form if requested by the District.

iii. IQLA shall comply with Generally Accepted Accounting Principles ("GAAP") applicable to public school finance and fiscal management.

B. Instruction.

1. Administrative Services. IQLA has the obligation to provide all services necessary to operate the Charter School. IQLA may provide these services directly or may contract with a third party to provide services, including the District. If IQLA purchases services from a third party other than the District it shall ensure that the District is able to access all information regarding IQLA/Charter School maintained by the third-party service provider.

2. Nonclassroom-Based Instruction and Independent Study Compliance.

a. IQLA and the Charter School shall comply with all requirements for nonclassroom-based independent study programs, including, but not limited to, obtaining an annual funding determination from the State Board of

Education. Failure to obtain a one hundred percent (100%) funding determination for two or more consecutive years will be considered by the District and may constitute grounds for revocation of the Charter pursuant to Education Code section 47607(f)(3) absent evidence of appropriate fiscal management by the Charter School. IQLA shall provide the District with copies of funding applications upon submission to the State Board of Education. IQLA shall copy the District on all communications with the State and provide the District with copies of all documents, including correspondence and funding determination(s) received from the State, within five (5) days of IQLA's/the Charter School's receipt of the same.

b. IQLA and the Charter School shall comply with all requirements for provision of nonclassroom-based instruction/independent study, including, but not limited to:

   i. Formally adopt and adhere to written independent study policies, including, but not limited to: (1) specifying the maximum amount of time that may lapse between when work is assigned to a student and when it must be completed and (2) the number of assignments a student may fail to complete before triggering an evaluation of whether independent study is an appropriate instructional mode for the student.

   ii. IQLA shall provide the District with copies of compliant written policies prior to commencement of school. IQLA/Charter School shall enter into written agreements between all independent study students, teachers, and parents. These agreements shall comply with Education Code section 51747 and include, at a minimum: (1) the manner, time, and frequency for submitting student assignments; (2) the objectives and methods of study; (3) the methods used to evaluate student work; (4) the specific resources (including materials and personnel) to be available to the student; (5) the maximum amount of time allowed prior to the due date of an assignment and the number of missed assignments that will trigger an evaluation of a student's placement (consistent with IQLA's/the Charter School's adopted policies); (6) the duration of the agreement, which shall be no longer than one semester; (7) the number of courses or credits to be awarded upon completion of the work; (8) a statement detailing the academic and other supports to be provided to address the needs of certain students, such as English learners, individuals with exceptional needs, students in foster care or experiencing homelessness, and students requiring mental health supports; (9) a statement that independent study is an optional alternative; and (10) dated signatures from the student, parent, and instructional staff. IQLA/Charter School further must have executed written agreements prior to the commencement of independent study. IQLA shall maintain compliant agreements in its administrative office space and/or electronically and make them available to the District for review upon request.

iii. Comply with a legal cap on the attendance-to-FTE ratio specified in law. Failure of IQLA/Charter School to comply with the required attendance-to-FTE ratio will result in reduction of its reported ADA to the level designated by the legal cap.

iv. Document the time value of instruction completed by each student and each student's "daily 11 engagement" to estimate ADA. The instructional staff responsible for monitoring each student's work shall review and estimate a time value to the work completed by each student. This data, together with logs or records of students' daily engagement in instructional activities, shall be maintained in IQLA's administrative offices and shall be available for inspection by the District upon request. These logs, records, and data will form the basis for reporting ADA to the state for funding purposes.

v. Claim funding for only those students who live within Los Angeles County or an adjacent county. IQLA shall maintain a roster of all students by address and make this information available to the District upon request.

vi. Refrain from providing funding or things of value to students that are not provided within the traditional public school system and otherwise comply with Education Code Section 51747.3.

3. Special Education Services.

a. IQLA/Charter School is its own LEA and a member of the East San Gabriel Valley Special Education Local Plan Area ("SELPA"). As an LEA, IQLA/Charter School shall be solely responsible for all aspects of compliance with State and Federal special education laws, including but not limited to, the Individuals with Disabilities Education Improvement Act ("IDEA") (20 U.S.C. §§ 1400 *et seq.*), Education Code Sections 56000 *et seq.*, and their respective implementing regulations, subject to the oversight of its authorizing agency. IQLA/Charter School shall be solely responsible for all aspects of its special education program, including, but not limited to, child find, assessment of eligible students with disabilities, provision of appropriate placements and related services to eligible students, compliance with all procedural requirements and protections available to eligible students pursuant to federal and state law, and management of special education funding and personnel. The District shall not have any responsibility to provide special education services and/or funding to the students of the Charter School and shall be indemnified by IQLA/Charter School in conformity with Section C(5) of this Agreement.

b. By September 1 of each year, IQLA/Charter School shall designate an IQLA employee responsible for compliance with the IDEA and related Education Code provisions and notify the District's Assistant Superintendent of Educational Services in writing of the responsible individual.

c. IQLA/Charter School will adhere to the provisions of the IDEA and State special education laws to assure that all students with disabilities are provided a free appropriate public education ("FAPE"). IQLA/Charter School will also ensure that it does not discriminate based on disability in the enrollment of students in the Charter School.

d. IQLA/Charter School will develop, maintain, and review assessments, IEPs, and other special education records in the format required by the East San Gabriel Valley SELPA and will maintain special education records in accordance with mandatory interim pupil record maintenance requirements.

e. IQLA/Charter School will comply with all forms, policies, and procedures of the East San Gabriel Valley SELPA. IQLA/Charter School will operate its special education program under the East San Gabriel Valley SELPA's oversight and management.

f. In the event that IQLA/Charter School involuntarily loses its status as an independent LEA member of the East San Gabriel Valley SELPA for any reason, IQLA/Charter School shall be deemed to have materially violated the terms and conditions of its Charter within the meaning of Education Code section 47607(f)(1).

g. In the event IQLA/Charter School is unable to provide an appropriate placement or services for an eligible student with special needs, IQLA/Charter School will contact the East San Gabriel Valley SELPA to discuss placement and service alternatives. IQLA IEP teams will ensure participation of District special education representatives at an IEP team meeting for any student who resides within District boundaries whenever it is anticipated that special education programs outside the Charter School, including, but not limited to, placement at a District school or a non-public or private school, will be considered. If an IEP team that includes IQLA personnel places a student who resides within District boundaries in a special education program provided by another entity without District representation on the IEP team, the Charter School will be fully responsible for the quality of the program and for any and all costs incurred for such a placement. IQLA/Charter School will also maintain responsibility for monitoring progress toward IEP goals for the student with special needs.

h. IQLA/Charter School will ensure that its student discipline procedures for suspension and expulsion of students with disabilities are in full compliance with state and federal law and IQLA/Charter School shall be solely

responsible for such compliance. IQLA/Charter School shall notify the East San Gabriel Valley SELPA Director, in writing, whenever IQLA/Charter School intends to recommend for expulsion a student currently receiving special education services, or for whom IQLA/Charter School has a basis of knowledge may be eligible for special education services. IQLA/Charter School shall comply and cooperate with directions from the SELPA for considering any disciplinary action against such student. IQLA/Charter School shall notify the SELPA in writing of all suspensions of students eligible for special education. IQLA/Charter School shall notify the District's Director of Special Education whenever it is considering suspension or expulsion of a special education student who resides within District boundaries.

4. Section 504 of the Rehabilitation Act of 1973.

   a. IQLA/Charter School shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act of 1973 ("Section 504"). IQLA/Charter School recognizes its sole legal responsibility to ensure that no qualified person with a disability shall, on the basis of the disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of IQLA/Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, such as learning, is eligible for accommodation by IQLA/Charter School.

   b. IQLA/Charter School shall adopt a Section 504 policy, procedure, and forms.

   c. By September 1 of each year, IQLA/Charter School shall designate an IQLA employee to be responsible for Section 504 compliance and notify the District's Assistant Superintendent of Educational Services in writing of the responsible individual.

   d. IQLA/Charter School will ensure that its student discipline procedures for suspension and expulsion of students with disabilities are in full compliance with State and Federal law and IQLA/Charter School shall be solely responsible for such compliance.

5. Student Application/Registration/Records/Withdrawal.

   a. IQLA/Charter School shall adopt Student Application and Registration forms that include questions about whether the student is currently receiving or has ever received special services (e.g. special education, IEP, Section 504 plan, accommodation plan) or has been expelled from a school district.

b. IQLA/Charter School shall use a Records Request form to request previous school records for all students who indicate an intention to enroll in the Charter School.

c. Within twenty-four (24) hours of any District resident student's expulsion, withdrawal, or disenrollment from IQLA/Charter School, for any reason during the school year, IQLA/Charter School shall notify the District's Superintendent and the Director of Student Services of the student's name; date of expulsion, withdrawal, or disenrollment; the reason for expulsion, withdrawal, or disenrollment (if known); and the student's next school or district of attendance (if known). IQLA/Charter School shall comply with Education Code section 47605(e)(3) for purposes of providing notice of expulsion, withdrawal, or disenrollment of students who reside in other school districts.

6. Plan to Achieve Balance of English Learner Students

a. IQLA shall develop and implement a plan for recruiting and sustaining enrollment of English learner ("EL") pupils, to achieve a balance of EL pupils which more closely reflects the proportion of EL pupils in the District and the counties served by IQLA/Charter School. IQLA shall provide a copy of the plan to the District by August 1, 2026. Each year thereafter, IQLA will provide an annual update on the progress of balancing enrollment of EL pupils by August 1 of each academic year.

7. General and Special Education – Discipline and Documentation

a. IQLA/Charter School shall maintain all student records, including records related to student discipline and special services, as required by law.

C. Insurance and Risk Management. IQLA/Charter School will obtain its own insurance coverage to cover the operations of the Charter School and shall provide the District with certificates of insurance, including proof of insurance of at least the types and amounts recommended by the District's insurer based upon the standard coverage for a school of similar size and location, as initially outlined below, which may change annually based on, among other factors, the size and location of the Charter School, subject to District agreement to such change.

1. Comprehensive or commercial general liability insurance with limits not less than 1,000,000 each occurrence combined single limit for bodily injury and property damage and 2,000,000 general aggregate.

2. Comprehensive or Business Automobile Liability Insurance with limits not less than 1,000,000 each occurrence, combined single limit for bodily injury and property damage including coverage for owned, non-owned, and hired vehicles, as applicable.

3. Workers' Compensation, with Employer's Liability limits (including employment practices coverage) not less than1,000,000 each occurrence as required by the laws of the State of California.

4. Special Education coverage not less than1,000,000 each occurrence.

5. Professional Liability (Errors and Omissions) insurance (including employment practices coverage) with limits not less than 1,000,000 each occurrence.

6. If any policies are written on a claims-made form, IQLA/Charter School agrees to maintain such insurance continuously in force for three years following termination or revocation of the Charter or extend the period for reporting claims for three years following the termination or revocation of the Charter to the effect that occurrences which take place during this shall be insured.

7. IQLA/Charter School shall be responsible, at its sole expense, for separately insuring its personal property.

8. IQLA/Charter School shall add the District as a named insured on all of its insurance policies.

D. Human Resources Management

1. All staff working at the Charter School are employees of IQLA/Charter School. IQLA/Charter School shall have sole responsibility for the employment, management, salary, benefits, dismissal and discipline of its employees.

2. IQLA will be considered a public-school employer pursuant to the Educational Employment Relations Act ("EERA").

3. IQLA/Charter School agrees to comply with applicable federal, statutory, and regulatory requirements for highly qualified teachers and paraprofessionals used for instructional support as set forth in the ESSA.

4. IQLA may, upon request, process IQLA State Teachers' Retirement System and Public Employees' Retirement System through the District in accordance with Education Code section 47611.3.

E. Transportation.

1. All responsibility for transportation services, if offered, will be provided by IQLA/Charter School, including transportation for field trips.

F. Nutritional Services

1. IQLA/Charter School will be responsible for providing its own food services, if any.

G. Educational Program

1. Subject to District oversight and compliance with its Charter and applicable state and federal law, including, without limitation, the ESSA, the IDEA, state law governing the education of students with disabilities, and Section 504, IQLA/Charter School is autonomous for the purposes of, among other things, deciding the Charter School's educational program with the understanding that the educational program shall comply with the Charter.

2. The Charter School's calendar and daily agenda shall be submitted annually to the District for review and verification of compliance with instructional day and minute requirements. Any calendar changes will be provided to the District by March 1 prior to the beginning of a new school year.

3. It is understood that IQLA/Charter School shall comply with the requirements of ESSA.

H. Facilities

1. IQLA/Charter School will obtain its own site as necessary and thereby will be responsible for the costs of maintenance and operations of its facilities. IQLA/Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. Such facilities shall meet the requirements of the Americans with Disabilities Act and all applicable health and fire code requirements, including, but not limited to, those set forth in the California Health and Safety Code and California Fire Code, and any other federal or state requirements that may be applicable to charter schools.

2. All records shall be maintained and be available for review at IQLA's current administrative offices located at:

   50 Moreland Road
   Simi Valley, CA, 93065

   IQLA/Charter School acknowledges and agrees that the facilities noted above are used solely for administrative purposes and that the facilities shall not be used to provide in-person instruction to Charter School students.

3. IQLA/Charter School shall not establish more than one site or facility without seeking material revision of its Charter document from the District's Board.

Should IQLA/Charter School wish to utilize District facilities, IQLA/Charter School understands and acknowledges that a separate, annual request and/or agreement will be required except where separately agreed to by the District and IQLA/Charter School. IQLA/Charter School further understands and agrees that any in-person instruction provided to Charter School students must be provided in facilities located within the boundaries of the District. Should IQLA/Charter School wish to provide in-person instruction to Charter School students, IQLA/Charter School shall seek a material revision of its Charter document from the District's Board.

I. Charter Renewal. IQLA/Charter School understand that renewal of the Charter is contingent upon compliance with applicable laws and the demonstration of strong academic and fiscal performance. Under Education Code sections 47605, 47607, 47607.2 and 47607.3, renewal decisions will consider, among other things permitted by law: (a) Student achievement and growth (as required by law), measured by multiple indicators of student success; (b) Fiscal health and stability, including clean annual independent audits; (c) Governance performance and organizational capacity; and (d) Compliance with all applicable laws, including but not limited to special education, English Learner services, and civil rights protections. If IQLA/Charter School intends to apply for a renewal of its charter, it must submit its petition no later than six (6) months in advance of the end of its current term. To help plan for the review of a charter renewal petition, IQLA/Charter School agrees to notify the District's Assistant Superintendent of Educational Services prior to submitting the petition and to discuss the review timeline and the submission date for the petition. In addition to satisfying all applicable legal criteria, IQLA/Charter School must be able to demonstrate that it is fiscally sound and has operated in full compliance with its Charter and this Agreement for its Charter to be renewed. IQLA/Charter School accepts that failure to meet renewal standards may result in denial of renewal, and that material violations of the charter or law may result in revocation.

J. Response to Requests. Pursuant to Education Code section 47604.3, IQLA/Charter School shall respond promptly to all reasonable written requests from the District.

K. Legal Counsel. IQLA/Charter School shall retain the right to use its own legal counsel and will be responsible for procuring such counsel and associated costs.

L. Enrollment of Expelled Students. Neither IQLA/Charter School nor the District shall be obligated to accept enrollment of any student who has been expelled from the other entity during the term of the expulsion, except as may be required by federal or state law.

M. Non-Assignment. No party shall assign its rights, duties or privileges under this Agreement, nor shall either party attempt to confer any of its rights, duties, or privileges under this Agreement on any third party, without the written consent of the other party. The replacement of IQLA with any other nonprofit corporation or other operating body or the implementation of any other governance structure shall be

treated as a material revision of the Charter, subject to the review and approval of the District pursuant to applicable provisions of the Education Code.

N. Severability. If any provision or any part of this Agreement is for any reason held to be invalid or unenforceable or contrary to public policy, law, statute, and/or ordinance, the remainder of this Agreement shall not be affected thereby and shall remain valid and fully enforceable.

O. Reimbursement of Mandated Costs. IQLA/Charter School shall seek reimbursement for its mandated costs, if any, directly from the State.

P. Dispute Resolution. All disputes regarding this Agreement shall be resolved in accordance with the dispute resolution provision included in the Charter; provided, however, that disputes related to revocation of the Charter or acts or omissions of IQLA/Charter School that constitute grounds for revocation of the Charter shall be handled pursuant to Education Code section 47607.

Q. Enforcement of Agreement. It is understood and agreed, and IQLA/Charter School are estopped from denying, that the terms of this Agreement are intended to become part of the conditions, standards and procedures set forth in the Charter within the meaning of Education Code section 47607(f) and that any violation of the Agreement by IQLA may result in the initiation of revocation proceedings in accordance with the provisions of Education Code section 47607. For avoidance of doubt, the District cannot revoke the Charter due to a material violation of the Agreement without following the processes and procedures set forth in Education Code section 47607 and its implementing regulations. It is further understood and agreed that the District or IQLA/Charter School may, in its sole discretion, enforce the terms of the Agreement by civil action. If a civil action is necessary to enforce or interpret the terms of this Agreement, each party shall bear its own attorneys' fees and costs, including court costs, expert witness fees, and investigation expenses, in any suit or action to enforce any of the terms of the Agreement.

This represents the full and final agreement between IQLA and the District and shall only be modified in writing by the mutual agreement of the parties.

iQ Academy, California – Los Angeles

_____ _____

Nicholas Stecken, Head of School [DATE]

ROWLAND UNIFIED SCHOOL DISTRICT

_____ _____

Alejandro Flores, Superintendent [DATE]

4932-4997-4160, v. 1

APPROVED

TO: IQ ACADEMY CALIFORNIA- LOS ANGELES GOVERNING BOARD

BOARD REPORT #20

VIA: IQ ACADEMY STAFF
June 16, 2026

SUBJECT: Approval of Certificate of Amendment of Articles of Incorporation

PROPOSAL: It is proposed that the Governing Board of iQ Academy California - Los Angeles approve the Certificate of Amendment of Articles of Incorporation.

BACKGROUND: Legal counsel prepared the Certificate of Amendment in connection with CalSTRS and CalPERS compliance work. The certificate updates the Articles of Incorporation so the corporation's governing documents reflect required dissolution language for continued governmental plan compliance.

BUDGET IMPLICATIONS: None

RECOMMENDATIONS:

It is recommended the Governing Board:

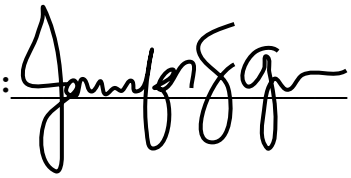
Review and approve the Certificate of Amendment of Articles of Incorporation and authorize appropriate officers to execute and file the approved certificate.

RESPECTFULLY SUBMITTED
Nick Stecken
Head of School

PREPARED BY:
Nick Stecken
Head of School

PRESENTED BY:
Nick Stecken
Head of School

Ayes: 3 No: 0 Abstain: 0

Approved: Yes **Witnessed:**  **Date: 6/16/2026**

Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Julie Mendoza	X					
Ben Pace	X				X	
Esther Garcia	X					X

CERTIFICATE OF AMENDMENT
OF ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the President and Secretary, respectively, of iQ Academy, California – Los Angeles, a California nonprofit public benefit corporation, with California Entity Number 3199348.

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

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

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

4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: _____ _____
Nick Stecken, President

Date: _____ _____
Deena Anthony, Secretary

APPROVED

TO: IQ ACADEMY CALIFORNIA - LOS ANGELES GOVERNING BOARD

BOARD REPORT #22

VIA: IQ ACADEMY STAFF
June 16, 2026

SUBJECT: Consideration and Approval of One-Time payment of Bonuses

PROPOSAL:
It is proposed that the Governing Board of IQ Academy California - Los Angeles authorize one-time payment of bonuses to unrepresented employees

BACKGROUND:
IQ Academy California - Los Angeles is committed to investing in staff retention, staff well-being, boosting morale, and fostering a positive organizational culture, and recognizes that rewarding staff's hard work through financial incentives fosters goodwill, increased job satisfaction, and supports long-term retention efforts.

During the 2025-26 school year, the School reached an agreement with represented employees (members of the CVEU bargaining unit) to provide a one-time, off schedule, salary payment to meet the above referenced goals. IQ Academy California - Los Angeles desires to recognize, reward, and retain unrepresented employees (excluding the Head of Schools who is employed pursuant an employment agreement). The attached resolution proposes that IQ Academy California - Los Angeles pay unrepresented employees a one-time bonus in the amount of 10% of the employee's 2025-26 base salary, subject to withholdings, on or about June 25, 2026.

BUDGET IMPLICATIONS:
The school will utilize one-time funds for the lump sum bonus payments. The fiscal impact is $93,280.

RECOMMENDATIONS:
It is recommended that the Governing Board approve the attached resolution as presented.

RESPECTFULLY SUBMITTED
Nicholas Stecken
Head of School

PREPARED BY:

Nicholas Stecken	Francis “Paco” Burke
Head of School	Chief Business Official

PRESENTED BY:

Nicholas Stecken	Francis “Paco” Burke
Head of School	Chief Business Official

Ayes: 3 No: 0 Abstain: 0

Approved: Yes **Witnessed:** _____ **Date: 6/16/2026**

Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Julie Mendoza	X					
Ben Pace	X				X	
Esther Garcia	X					X

IQ ACADEMY CALIFORNIA - LOS ANGELES

BOARD OF DIRECTORS

JUNE 16, 2026

BOARD RESOLUTION AUTHORIZING ONE-TIME PAYMENT OF BONUSES TO UNREPRESENTED EMPLOYEES

WHEREAS, IQ Academy California - Los Angeles ("INSIGHT" or the "School") recognizes that rewarding staff's hard work through financial incentives fosters goodwill, increased job satisfaction, and supports long-term retention efforts; and

WHEREAS, during the 2025-2026 school year, the School has reached agreement with represented employees (members of the CVEU bargaining unit) to provide a one-time, off-schedule, salary payment to meet the above referenced goals; and

WHEREAS, the School also desires to reward and recognize all other INSIGHT employees (excluding the Head of School who is employed pursuant an employment agreement); and

NOW, THEREFORE, BE IT RESOLVED, that the Board hereby authorizes the following:

1. **One-Time Payment:** Eligible employees as defined herein shall receive a one-time bonus in the amount of ten percent (10%) of the employee's 2025-2026 base salary. For exempt employees, the 10% bonus will be calculated based on base regular salary earnings, compensation for approved additional days worked, and shall exclude stipend positions, and payments for additional students. For non-exempt employees, the 10% bonus will be calculated based on regular hourly wages and earnings from extra hours worked. However, the bonus calculation shall exclude reimbursement stipends, board-approved off-salary schedule payments, and any other compensation not classified as base salary or hourly wages.

2. **Eligibility Requirements**: Full-time or part-time unrepresented employees who have been employed during the 2025-26 school year and who shall have been continuously employed through June 15, 2026, shall be eligible for this one-time payment.

3. **Pro-rated Payments:** Eligible employees who were granted leaves of absence during the 2025-2026 school year, or who were hired following commencement of such school year, shall receive a pro-rated one-time payment.

4. **Timing for Payment:** The one-time payment shall be provided as a lump sum,

subject to withholdings, on or about June 25, 2026.

* * *

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution by the following vote at a regular Board meeting this 16th day of June, 2026.

AYES:____

NOS: ____

ABSTENTIONS: ____

Secretary of the Board

IQ ACADEMY CALIFORNIA - LOS ANGELES

BOARD OF DIRECTORS

JUNE 16, 2026

BOARD RESOLUTION AUTHORIZING ONE-TIME PAYMENT OF BONUSES TO UNREPRESENTED EMPLOYEES

WHEREAS, IQ Academy California - Los Angeles ("INSIGHT" or the "School") recognizes that rewarding staff's hard work through financial incentives fosters goodwill, increased job satisfaction, and supports long-term retention efforts; and

WHEREAS, during the 2025-2026 school year, the School has reached agreement with represented employees (members of the CVEU bargaining unit) to provide a one-time, off-schedule, salary payment to meet the above referenced goals; and

WHEREAS, the School also desires to reward and recognize all other INSIGHT employees (excluding the Head of School who is employed pursuant an employment agreement); and

NOW, THEREFORE, BE IT RESOLVED, that the Board hereby authorizes the following:

1. **One-Time Payment:** Eligible employees as defined herein shall receive a one-time bonus in the amount of ten percent (10%) of the employee's 2025-2026 base salary. For exempt employees, the 10% bonus will be calculated based on base regular salary earnings, compensation for approved additional days worked, and shall exclude stipend positions, and payments for additional students. For non-exempt employees, the 10% bonus will be calculated based on regular hourly wages and earnings from extra hours worked. However, the bonus calculation shall exclude reimbursement stipends, board-approved off-salary schedule payments, and any other compensation not classified as base salary or hourly wages.

2. **Eligibility Requirements**: Full-time or part-time unrepresented employees who have been employed during the 2025-26 school year and who shall have been continuously employed through June 15, 2026, shall be eligible for this one-time payment.

3. **Pro-rated Payments:** Eligible employees who were granted leaves of absence during the 2025-2026 school year, or who were hired following commencement of such school year, shall receive a pro-rated one-time payment.

4. **Timing for Payment:** The one-time payment shall be provided as a lump sum,

subject to withholdings, on or about June 25, 2026.

* * *

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution by the following vote at a regular Board meeting this 16th day of June, 2026.

AYES:____

NOS: ____

ABSTENTIONS: ____

Secretary of the Board

TO: IQ ACADEMY CALIFORNIA- LOS ANGELES GOVERNING BOARD

APPROVED

BOARD REPORT #07

VIA: IQ ACADEMY STAFF
June 16, 2026

SUBJECT: Employee Handbook Update

PROPOSAL: It is proposed that the Governing Board of iQ Academy California- Los Angeles approve the updated Employee Handbook for publication and distribution to all iQ employees.

BACKGROUND: The Employee Handbook is an important means to communicate company policy and expectation. These policies apply to all areas of employment, including recruitment, hiring, training and development, promotion, transfer, termination, compensation, benefits, social and recreational programs, and all other conditions and privileges of employment in accordance with applicable federal, state, and local laws. The handbook is distributed to employees via email.

BUDGET IMPLICATIONS: None

RECOMMENDATIONS:

It is recommended the Governing Board:

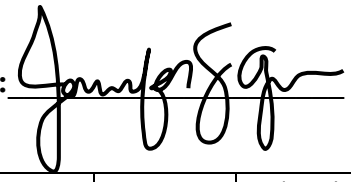
1. Review and approve the Employee Handbook.

RESPECTFULLY SUBMITTED:
Nicholas Stecken
Head of School

PREPARED BY:
Katie Houlihan
Human Resources Assistant

PRESENTED BY:
Audrey Beecher
Human Resources Specialist

Ayes: 3 No: 0 Abstain: 0

Approved: Yes **Witnessed:**  **Date: 6/16/2026**

Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Julie Mendoza	X				X	
Ben Pace	X					
Esther Garcia	X					X

iQ Academy Board Proposal - Employee Handbook Updates	
Policy	**Summary of Updates**
2-11 Residence	Updated - certificated must live in CA; classified must live in CA unless approval from HOS & Board; certificated/classified can only travel for work out of state; certificated who travel out of state/country must put in time off request to supervisor
2-12 Tuberculosis Testing	Updated - TB may be reimbursable
4-5 Remote Work/Telecommuting	Added - In person attendace requirement for remote employees in between hours or work and location
4-6 Virtual Working Protocol	Renamed Policy, Added - Approved virtual background options; re-organized policy
4-7 Technology and Network Acceptable use Policy	New Policy
4-9 Cyber & Digital Security Policy	New Policy - in alignment with required Cyber Security training
5-3 Paid Holidays	Updated - Employee paid holidays
5-6 Bereavement Leave	Update - Policy match all schools/CBA ; vacation/sick used for no-relation bereavement with hr approval
5-9 Jury Duty	Added - Paid sick used for jury duty after 5 days; teachers must try to postpone
5-14 Retirement Plan	Added - Optional 403b program
7-2 Professional Boundaries: Staff/Student Interaction Policy	Added - Teacher interaction with students; how to address Student Behavior Concerns
7-6 Ergonomics	Updated - add more information to be in alignment with the Office Ergonomics training
7-8 Customer Service Expectations (Virtual and In-Person)	Renamed Policy - rewritten to be school focused
7-9 Professional Communication	New Policy - addressing employee interaction issues
7-13 Use of Communication Systems and Computers	Updated - School issued computer must be used for all school activity
7-27 Employee Dress and Personal Appearance	Updated - dress code policy or virtual & in person meetings and events

IQ Academy California Employee Handbook



May 28, 2026

ABOUT THIS HANDBOOK/DISCLAIMER

We prepared this handbook to help employees find the answers to many questions that they may have regarding their employment with IQ Academy California. Please take the necessary time to read it.

We do not expect this handbook to answer all questions. Supervisors and Human Resources also serve as a major source of information.

Neither this handbook nor any other verbal or written communication by a management representative is, nor should it be considered to be, an agreement, contract of employment, express or implied, or a promise of treatment in any particular manner in any given situation, nor does it confer any contractual rights whatsoever. IQ Academy California adheres to the policy of employment at will, which permits the School or the employee to end the employment relationship at any time, for any reason, with or without cause or notice.

No School representative other than the Head of School or the Human Resources Director may modify at-will status and/or provide any special arrangement concerning terms or conditions of employment in an individual case or generally and any such modification must be signed and in writing.

Many matters covered by this handbook, such as benefit plan descriptions, are also described in separate School documents. These School documents are always controlling over any statement made in this handbook or by any member of management.

This handbook states only general School guidelines. The School may, at any time, in its sole discretion, modify or vary from anything stated in this handbook, with or without notice, except for the rights of the parties to end employment at will, which may only be modified by an express written agreement signed by the employee and the Head of School or the Human Resources Director.

This handbook is subject to the terms of any applicable collective bargaining agreement.

This handbook supersedes all prior handbooks.

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Section 1 - Welcome

1.1 Welcome to Iq Academy of California

It is our pleasure to welcome you to IQ Academy of California. We are an energetic and creative group dedicated to maintaining high standards of excellence, quality, and professionalism. We value each one of our employees and hope that you find your work here rewarding and satisfying. We look forward to the opportunity of working together to create a more successful organization.

Introduction to the School

While IQ Academy is a public school, it is unique in that it is virtual. Thus, for a good part of the time, we will work together remotely. One of the challenges of working together remotely is trust; and trust comes from the sharing of critical information, good and regular communications, the setting of clear expectations, and then living up to our mutual commitments. This handbook has been compiled in the spirit of that first step toward building new friends and a community of trust.

If you have any questions or concerns throughout the school year, please contact IQ Academy Offices in Simi Valley, and we will direct your call to the appropriate member of our Administration team. IQ Academy office contact information is as follows:

IQ Academy of California

50 Moreland Road

Simi Valley, California 93065

iqacademyca.k12.com

Telephone: (805) 581-0202

Main Fax: (805) 581-0330

Enrollment Fax: (805) 581-6102

Human Resources Fax: (805) 581-5617

Special Education Fax: (805) 581-8824

IQ INTRANET

You can find important information about this school and your employment posted on IQ intranet, located at https://k12inc.sharepoint.com/sites/WR/CMS/SitePages/Central_Office.aspx?startedResponseCatch=true. We expect all employees to read the information on this site as often as reasonably necessary to stay informed. Because this site is one way of communicating with employees, we do not allow anyone but managers and school officials to post information here.

1.2 School Mission

The core philosophy of IQ Academy California is that all young people can achieve academic excellence if they are provided rigorous instruction, high standards, informed guidance, and individual attention. Although we use the computer as a learning tool, we believe that education is primarily a human endeavor that relies on caring individuals, involved parents, and committed teachers.

1.3 History

The IQ Academy California are a network of public charter schools. It began in the summer of 2002 as a group of parents and administrators with a just vision. Only a few weeks later, the first Virtual Academy in the state of CA shipped its first round of computer and curriculum to students and families, with great anticipation of a successful school year.

Each of our schools is a public charter school that is funded by state tax dollars. Each of our schools has a Board of Directors comprised of parents and community members who are passionate about providing additional educational opportunities to the students of California. The Board of Directors for each of the IQ Academy of California has selected K12 Inc., a Virginia-based education curriculum, as our vendor.

Our school is located in Simi Valley, California and the majority of our administrative team works from this office. Besides our school office, we do not have any other physical sites in the state. Members of the IQ Academy of California faculty work from their home and live within driving distance of the students in their class - thus enabling them to build a local school community in their area.

Section 2 - Governing Principles of Employment

2.1 Introduction

On behalf of IQ Academy California, let me extend a warm and sincere welcome to employees commencing with us.

For employees who have been with us, thanks for your past and continued service.

I extend my personal best wishes for success and happiness here at IQ Academy California. We understand that it is our employees who provide the services that our customers rely upon, and who will enable us to create new opportunities in the years to come.

For employees who are commencing employment with IQ Academy of California or "the School", on behalf of IQ Academy of California, let me extend a warm and sincere welcome.

For employees who have been with us, thanks for your past and continued service.

We extend our personal best wishes for success and happiness here at IQ Academy of California. We understand that it is our employees who provide the services that our customers rely upon, and who will enable us to create new opportunities in the years to come.

We hope that your experience with us will be challenging, enjoyable and rewarding. Again, welcome!

NOTICE TO EMPLOYEES

This employee handbook is designed to be a resource for all employees and contains the employment policies and practices in effect at the time of publication. The statements contained in the Handbook are guidelines for employees concerning some of the IQ Academy of California policies and benefits and are not intended to create any contractual obligations or to alter the nature of employment. This employee handbook should be read in conjunction with applicable Board Policies and Collective Bargaining Agreements ("CBA"). Should any provision of this handbook contradict a provision of an applicable CBA at IQ Academy of California, the applicable CBA shall be controlling.

Supervisors do not have the authority to change the policies in this handbook on their own. If you are uncertain about any policy or procedure, contact your supervisor for clarification.

2.2 Equal Employment Opportunity

IQ Academy California is an Equal Opportunity Employer that does not discriminate on the basis of actual or perceived race, color, creed, religion, national origin, ancestry, citizenship status, age, sex or gender (including pregnancy, childbirth, pregnancy-related conditions, and lactation), gender identity or expression (including transgender status), sexual orientation, marital status, military service and veteran status, physical or mental disability, genetic information, or any other characteristic protected by applicable federal, state, or local laws and ordinances. IQ Academy California's management team is dedicated to this policy with respect to recruitment, hiring, placement, promotion, transfer, training, compensation, benefits, employee activities, access to facilities and programs, and general treatment during employment.

Any employees with questions or concerns about equal employment opportunities in the workplace are encouraged to bring these issues to the attention of Human Resources. IQ Academy California will not allow any form of retaliation against employees who raise issues of equal employment opportunity. If employees feel they have been subjected to any such retaliation, they should contact Human Resources. To ensure the workplace is free of artificial barriers, violation of this policy including any improper retaliatory conduct will lead to discipline, up to and including discharge. All employees must cooperate with all investigations conducted pursuant to this policy.

2.3 Immigration Law Compliance

IQ Academy of California is committed to employing only United States citizens and aliens who are legally authorized to work in the United States. We do not unlawfully discriminate on the basis of citizenship or national origin.

In order for us to comply with the Immigration Reform and Control Act of 1986, all new employees, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and provide documentation that establishes identity and authorization to work.

Your employment may be terminated if at any time you cannot comply with laws requiring you to verify your right to work in the United States.

2.4 Background Checks

IQ Academy of California will conduct a background check upon employment. Continued employment is dependent upon consent and the results of the background check. No condition or activity will be permitted that may compromise the School’s commitment to the safety and the well-being of students, taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an

employee, during their employment with the School, be charged or convicted of any offense, the employee must immediately report the charge or conviction to the Head of Schools.

2.5 Tuberculosis Testing

All employees must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) or negative TB test results within the last 4 years. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. TB results (risk assessment or examination) are a condition of initial employment with the school and may be reimbursable. Please reference the expense policy.

Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with school students.

2.6 Drug-Free and Alcohol-Free Workplace

To help ensure a safe, healthy and productive work environment for our employees and others, to protect School property, and to ensure efficient operations, IQ Academy California has adopted a policy of maintaining a workplace free of drugs and alcohol. This policy applies to all employees and other individuals who perform work for the School.

The unlawful or unauthorized use, abuse, solicitation, theft, possession, transfer, purchase, sale or distribution of controlled substances (including medical marijuana), drug paraphernalia or alcohol by an individual anywhere on School premises, while on School business (whether or not on School premises) or while representing the School, is strictly prohibited. Employees and other individuals who work for the School also are prohibited from reporting to work or working while they are using or under the influence of alcohol or any controlled substances, which may impact the employee's ability to perform their job or otherwise pose safety concerns, except when the use is pursuant to a licensed medical practitioner's instructions and the licensed medical practitioner authorized the employee or individual to report to work. However, this exception does not extend any right to report to work under the influence of medical marijuana or to use medical marijuana as a defense to a positive drug test, to the extent the employee is subject to any drug testing requirement, except as permitted by and in accordance with applicable law. Violation of this policy will result in disciplinary action, up to and including discharge. School maintains a policy of non-discrimination and will endeavor to make reasonable accommodations to assist individuals

recovering from substance and alcohol dependencies, and those who have a medical history which reflects treatment for substance abuse conditions. However, employees may not request an accommodation to avoid discipline for a policy violation. We encourage employees to seek assistance before their substance abuse or alcohol misuse renders them unable to perform the essential functions of their jobs, or jeopardizes the health and safety of any School employee, including themselves.

As a condition of continued employment, all employees must comply with this policy. An employee who engages in an activity prohibited by this policy shall be subject to disciplinary action, up to and including immediate termination of employment. Contact the Employee Assistance Program (EAP) for information about the availability of treatment programs such as assistance provided by the health care plan coverage or drug and alcohol abuse rehabilitation and education programs. Employee Assistance Program (EAP) contact information can be found in the portal under the benefits tab. This policy is not intended to replace or otherwise alter applicable U.S. Department of Transportation obligations or any other federal, state or local agency drug testing regulations related to a particular industry.

2.7 Residence

All certificated employees must live in California and reside permanently in California in order to be employed by the School. Teachers are not permitted to work outside of California unless they are attending a training, meeting, or conference assigned by their supervisor, or have written approval from the Head of Schools or his/her designee. If you need to travel out of state, you must submit a Time Off Request to your supervisor for the dates you will be away from your home office. Failure to properly disclose working outside of California may result in disciplinary action up to and including termination.

Classified and Administrative staff must live and reside permanently in California in order to be employed by the School, unless an exception has been granted by the Head of Schools or the Board of Directors. Classified and Administrative staff are not permitted to work outside of California unless they are attending a training, meeting, or conference assigned by their supervisor, or have written approval from the Head of Schools. Failure to properly disclose working outside of California may result in disciplinary action up to and including termination.

2.8 Certificated Staff

In order to be employed at a public school in the state of California, the credential holder must keep the credential (s) they hold for their specific assignment current, and ensure that it is renewed, cleared, or extended prior to the expiration date listed on the credential.

If the credential holder allows their credential, which is specifically required for their assignment, to expire, they will immediately be placed on an unpaid leave of absence and not be allowed to return to their assignment until the credential has been renewed, cleared, or extended. IQ Academy of California may approve up to 30 days maximum for this leave of absence. After 30 days, employment would be

terminated if the required credential is not yet current. It is the sole responsibility of the credential holder to keep their credential current and take all necessary steps to ensure it is renewed, cleared, or extended prior to the expiration date listed on the credential.

2.9 Anti-Bullying

IQ Academy of California is committed to a work environment in which all individuals are treated with respect and dignity and are free from all forms of abusive conduct. Abusive conduct, or “bullying,” is conduct of an employer or employee in the workplace, whether physical or remote, with malice, that a reasonable person would find hostile, offensive, and unrelated to an employer’s legitimate business interests.

It includes unwelcome or unacceptable behavior, including repeated infliction of verbal abuse, such as derogatory remarks, insults, epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person’s work performance and may be directed at an individual or a group. Bullying behavior is often persistent and part of a pattern, but it can also occur as a single incident if it is especially severe and egregious. It is usually carried out by an individual but can also be an aspect of group behavior. Some examples of bullying behavior are:

- Excessive supervision;
- Belittling or disregarding opinions or suggestions;
- Manipulating the ability of someone to do their work (e.g., overloading, underloading, withholding information, setting meaningless tasks, setting deadlines that cannot be met, giving deliberately ambiguous instructions);
- Unfairly blaming for mistakes;
- Trivializing of work and achievements;
- Abusive and offensive language;
- Insults;
- Teasing;
- Public humiliation in any form;
- Spreading rumor and innuendo;
- Unreasonable criticism;
- Isolating people from normal work interaction;
- Deliberate exclusion;
- Practical jokes;
- Name calling;
- Threats of physical harm or other type of retribution

Bullying may be intentional or unintentional. However, it must be noted that where an allegation of bullying is made, the intent of the alleged bully is irrelevant, and will not be given consideration when disciplining an employee. It is the effect of the behavior upon the individual which is important.

We encourage all employees to report any instance of bullying behavior. Reported or suspected occurrences of bullying will be promptly and thoroughly investigated. Following an investigation, IQ will promptly take any necessary and appropriate disciplinary action.

IQ Academy of California will not permit or condone any acts of retaliation against anyone who files or cooperates in the investigation of bullying complaints.

To report workplace bullying, discussing the problem with your immediate supervisor or HR Business Partner (HR@caliva.org) is encouraged as a first step. If your problem is not resolved after discussing it with your supervisor or human resources department, you are encouraged to request a meeting with a human resource specialist. In an effort to resolve the problem, the human resource specialist will consider the facts and may conduct an investigation.

Additionally, IQ Academy of California provides its employees with a convenient and reliable method for reporting incidents of alleged harassment, including sexual harassment and discrimination. Any employee who feels harassed or discriminated against should follow the complaint procedure as described in the Non-Harassment policy.

2.10 Non-Harassment

It is IQ Academy California's policy to prohibit intentional and unintentional harassment of or against job applicants, contractors, interns, volunteers, or employees by another employee, supervisor, vendor, customer, or any third party on the basis of actual or perceived race, color, creed, religion, national origin, ancestry, citizenship status, age, sex or gender (including pregnancy, childbirth, and pregnancy-related conditions), gender identity or expression (including transgender status), sexual orientation, marital status, military service and veteran status, physical or mental disability, genetic information ,or any other characteristic protected by applicable federal, state, or local laws (referred to as "protected characteristics"). Such conduct will not be tolerated by IQ Academy California.

The purpose of this policy is not to regulate any employee’s personal morality, but to ensure that no one harasses another individual in the workplace, including while on School premises, while on School business (whether or not on School premises) or while representing the School. In addition to being a violation of this policy, harassment or retaliation based on any protected characteristic as defined by applicable federal, state, or local laws also is unlawful. For example, sexual harassment and retaliation against an individual because the individual filed a complaint of sexual harassment or because an individual aided, assisted, or testified in an investigation or proceeding involving a complaint of sexual harassment as defined by applicable federal, state, or local laws are unlawful.

Harassment Defined

Harassment generally is defined in this policy as unwelcome verbal, visual, or physical conduct that denigrates or shows hostility or aversion towards an individual because of any actual or perceived

protected characteristic or has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Harassment can be verbal (including slurs, jokes, insults, epithets, gestures, or teasing), visual (including offensive posters, symbols, cartoons, drawings, computer displays, text messages, social media posts, or e-mails), or physical conduct (including physically threatening another, blocking someone's way, etc.). Such conduct violates this policy, even if it does not rise to the level of a violation of applicable federal, state, or local laws. Because it is difficult to define unlawful harassment, employees are expected to behave at all times in a manner consistent with the intended purpose of this policy.

Sexual Harassment Defined

Sexual harassment can include all the above actions, as well as other unwelcome conduct, such as unwelcome or unsolicited sexual advances, requests for sexual favors, conversations regarding sexual activities and other verbal, visual, or physical conduct of a sexual nature when:

- Submission to that conduct or those advances or requests is made either explicitly or implicitly a term or condition of an individual's employment; or
- Submission to or rejection of the conduct or advances or requests by an individual is used as the basis for employment decisions affecting the individual; or
- The conduct or advances or requests have the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Examples of conduct that violate this policy include:

1. Unwelcome flirtations, leering, whistling, touching, pinching, assault, or blocking normal movement;
2. Requests for sexual favors or demands for sexual favors in exchange for favorable treatment;
3. Obscene or vulgar gestures, posters, or comments;
4. Sexual jokes or comments about a person's body, sexual prowess, or sexual deficiencies;
5. Propositions or suggestive or insulting comments of a sexual nature;
6. Derogatory cartoons, posters, and drawings;
7. Sexually explicit e-mails, text messages, or voicemails;
8. Uninvited touching of a sexual nature;
9. Unwelcome sexually related comments;
10. Conversation about a person's own or someone else's sex life;
11. Conduct or comments consistently targeted at a single gender, even if the content is not sexual; and
12. Teasing or other conduct directed toward a person because of the person's gender.

Reporting Procedures

If the employee has been subjected to or witnessed conduct which violates this policy, the employee should immediately report the matter to the Head of School. If the employee is unable for any reason to

contact this person or if the employee has not received an initial response within five (5) business days after reporting any incident of what the employee perceives to be harassment, the employee should contact the Human Resources Director. If the person toward whom the complaint is directed is one of the individuals indicated above, the employee should contact any higher-level manager in the reporting hierarchy.

Investigation Procedures

Every report of perceived harassment will be fully investigated, and corrective action will be taken where appropriate. All complaints will be kept confidential to the extent possible, but confidentiality cannot be guaranteed. All employees must cooperate with all investigations conducted pursuant to this policy.

Retaliation Prohibited

In addition, the School will not allow any form of retaliation against individuals who report unwelcome conduct to management or who cooperate in the investigations of such reports in accordance with this policy. If the employee has been subjected to any such retaliation, the employee should report it in the same manner in which the employee would report a claim of perceived harassment under this policy.

Violation of this policy including any improper retaliatory conduct will result in disciplinary action, up to and including termination.

2.11 Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in their professional capacity or within the scope of employment whom they know or reasonably suspect has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

IQ Academy of California will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided for employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months' confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee’s employment.

2.12 Workplace Violence

IQ Academy California is strongly committed to providing a safe workplace. The purpose of this policy is to minimize the risk of personal injury to employees and damage to School and personal property.

IQ Academy California does not expect employees to become experts in psychology or to physically subdue a threatening or violent individual. Indeed, IQ Academy California specifically discourages employees from engaging in any physical confrontation with a violent or potentially violent individual. However, IQ Academy California does expect and encourage employees to exercise reasonable judgment in identifying potentially dangerous situations.

Experts in the mental health profession state that prior to engaging in acts of violence, troubled individuals often exhibit one or more of the following behaviors or signs: over-resentment, anger and hostility; extreme agitation; making ominous threats such as bad things will happen to a particular person, or a catastrophic event will occur; sudden and significant decline in work performance; irresponsible, irrational, intimidating, aggressive or otherwise inappropriate behavior; reacting to questions with an antagonistic or overtly negative attitude; discussing weapons and their use, and/or brandishing weapons in the workplace; overreacting or reacting harshly to changes in School policies and procedures; personality conflicts with co-workers; obsession or preoccupation with a co-worker or supervisor; attempts to sabotage the work or equipment of a co-worker; blaming others for mistakes and circumstances; or demonstrating a propensity to behave and react irrationally.

Prohibited Conduct

Threats, threatening language or any other acts of aggression or violence made toward or by any School employee WILL NOT BE TOLERATED. For purposes of this policy, a threat includes any verbal or physical harassment or abuse, any attempt at intimidating or instilling fear in others, menacing gestures, flashing of weapons, stalking or any other hostile, aggressive, injurious or destructive action undertaken for the purpose of domination or intimidation. To the extent permitted by law, employees and visitors are prohibited from carrying weapons onto School premises.

Procedures for Reporting a Threat

All potentially dangerous situations, including threats by co-workers, should be reported immediately to any member of management with whom the employee feels comfortable. Reports of threats may be maintained confidential to the extent maintaining confidentiality does not impede IQ Academy California's ability to investigate and respond to the complaints. All threats will be promptly investigated. All employees must cooperate with all investigations. No employee will be subjected to retaliation, intimidation or disciplinary action as a result of reporting a threat in good faith under this policy.

If the School determines, after an appropriate good faith investigation, that someone has violated this policy, the School will take swift and appropriate corrective action.

If the employee is the recipient of a threat made by an outside party, that employee should follow the steps detailed in this section. It is important for the School to be aware of any potential danger in its offices. Indeed, the School wants to take effective measures to protect everyone from the threat of a violent act by employees or by anyone else.

Section 3 - Hiring and Onboarding

3.1 Recruitment

We understand that we are only as good as our employees, so we search as widely as possible for talented and motivated individuals to fill needed positions in our School. Our recruitment methods include referrals from IQ Academy of California families and teachers and advertising on applicable educational job boards. Although these methods have served us well in the past, we know that the marketplace is ever-changing and finding high-quality people is an evolving process. We encourage our employees to share with us their ideas and suggestions as to what more we can do to find and acquire talented and motivated individuals.

We conduct all recruiting in a fair and non-discriminatory manner. Staff who are responsible for recruiting and interviewing potential employees should seek the best person available for the position. In addition to looking outside the School for new hires, we also look internally. IQ Academy of California emails job postings to employees as applicable. If you see a posting for a job that interests you and feel that you meet the qualifications, we encourage you to apply for the position.

3.2 New Hire Information

Upon accepting your position, you will receive communication from IQ Academy of California regarding important information with your new hire paperwork, benefits information, and self-paced new employee orientation. You will need to create your own account with our payroll partner online platform and complete the new employee self-paced orientation. You will receive detailed instructions as part of your new hire training.

During this new hire training session, you will receive important information about our policies and procedures. When your employment begins, you will be contacted by Human Resources, who will explain our benefits and payroll procedures and assist you in completing your employment paperwork. You will also meet with your supervisor to review your job goals and performance requirements. During the orientation period, the administration team and your partner teachers will give you feedback on your performance and will be available to answer questions you might have.

3.3 Refer a New Hire

Our employees know our needs and School culture and are often best situated to recommend employees to fill open positions within IQ Academy of California. We have often found that some of our best recruits have resulted from referrals from our current employees. We encourage you to continue recommending candidates who have the potential to represent a great fit within the School.

IQ Academy of California is an equal-opportunity employer and hires individuals solely upon the basis of their qualifications for the job for which they have applied. Every effort is made to hire employees for positions which make the best use of their abilities and in which they will be able to achieve personal satisfaction. In no event shall the hiring of an employee be considered as creating a contractual relationship between the employee and the company, and, unless otherwise provided in writing, employment shall be at will, so that either party may terminate the relationship at any time with and without notice for any lawful reason.

Section 4 - General Employment Information

4.1 Employee Classifications

For purposes of this handbook, all IQ Academy California employees fall within one of the classifications below.

Full-Time Employees - Employees who regularly work at least 30 hours per week who were not hired on a short-term basis.

Part-Time Employees - Employees who regularly work fewer than 30 hours per week who were not hired on a short-term basis.

Short-Term Employees - Employees who were hired for a specific short-term project, or on a short-term freelance, per diem or temporary basis. Short-Term employees generally are not eligible for School benefits, but are eligible to receive statutory benefits.

In addition to the above classifications, employees are categorized as either "**exempt**" or "**non-exempt**" for purposes of federal and state wage and hour laws. Employees classified as exempt do not receive overtime pay; they generally receive the same weekly salary regardless of hours worked. Such salary may be paid less frequently than weekly. The employee will be informed of these classifications upon hire and informed of any subsequent changes to the classifications.

4.2 Working Hours and Schedule

Employees will be assigned a work schedule and will be expected to begin and end work according to the schedule. To accommodate the needs of the business, at some point IQ Academy of California may need to change individual work schedules on either a short-term or long-term basis.

Normal operating hours for IQ Academy of California are from 8:00 am to 4:30 pm, Monday through Friday. Certificated staff normally work from 8:30 am - 4:00 pm, Monday through Friday. These hours may vary depending upon your position and work requirements. If applicable, your supervisor will provide directions for lunch and rest breaks in order to facilitate the smooth flow of business and to maintain an adequate number of staff. Give your supervisor as much advance notice as possible for any schedule changes.

Rest Breaks

Non-exempt employees who work three-and-one-half (3-1/2) or more hours per day are authorized and permitted one (1) 10-minute rest break for every four (4) hours or major fraction thereof worked. For purposes of this policy, "major fraction" means any time greater than two (2) hours. For example, if employees work more than six (6) hours, but no more than 10 hours in a workday, they are authorized and permitted to take two (2) 10-minute rest breaks: one (1) during the first half of a shift and a second rest break during the second half of the shift. If employees work more than 10 hours but no more than 14 hours in a day, they are authorized and permitted to take three (3) 10-minute rest breaks, and so on.

Rest breaks should be taken as close to the middle of each work period of four (4) hours or major fraction thereof as is practical. Employees do not need to obtain their supervisor's approval or notify their supervisor when taking a rest break. Employees are encouraged to take their rest breaks; they are not expected to and should not work during their rest breaks. Non-exempt employees are paid for all rest break periods and do not need to clock out when taking a rest break.

Rest breaks may not be combined with another rest break or with the meal period. In addition, rest breaks may not be taken at the beginning or end of the work day to arrive late or leave early. Each rest break must be a separate break, meeting the requirements described above. If any work is performed during a rest break, or if the rest break is interrupted for any work-related reason, the employee is entitled to another uninterrupted paid rest break.

IQ Academy of California also provides cool-down rest and recovery periods as needed to prevent heat illness for employees that perform work outdoors as required under applicable state law.

Meal Periods

Employees who work more than five (5) hours in a workday are provided an unpaid, off-duty meal period of at least 30 minutes. Employees are responsible for scheduling their own meal periods, but they should confirm them with their supervisor. Meal periods must begin no later than the end of the fifth hour of work. For example, the employee who begins working at 8:00 a.m. must begin the meal period no later than 12:59 p.m. When scheduling a meal period, employees should try to anticipate work flow and deadlines.

Employees who work more than 10 hours in a day are entitled to a second unpaid, off-duty 30-minute meal period. Employees entitled to a second meal period should schedule their second meal period so it begins no later than before the end of their tenth hour of work, meaning the meal period should begin after working no more than nine (9) hours, 59 minutes.

During meal periods, employees are relieved of all duties and should not work during this time. When taking a meal period, employees should completely stop working for at least 30 minutes. Employees are prohibited from working "off the clock" during their meal period.

Those employees who use a time clock must clock out for their meal periods. These employees are expected to clock back in and promptly return to work at the end of any meal period. Those employees who record their time manually must accurately record their meal periods by recording the beginning and end of each work period. Unless otherwise directed by a supervisor in writing, employees do not

need to obtain a supervisor's approval or notify a supervisor when taking a meal period. Employees are to immediately notify Human Resources if they believe that they are prevented by the nature of their work from taking a timely and/or complete meal period.

Meal Period Waiver

If no more than six (6) hours of work will complete the day's work, employees may voluntarily waive the meal period in writing. Employees should see their supervisor to obtain this waiver form. If the employee works no more than twelve (12) hours, the employee can waive the second meal period, but only if the first meal period was received and not waived in any manner. Any waiver of the second meal period must be in writing and submitted before the second meal period. Employees should see their supervisor to obtain this waiver form. Employees who work more than 12 hours may not waive, and should take, their second unpaid, off-duty and uninterrupted 30-minute meal period.

No Working During Rest Breaks and Meal Periods

Employees are completely relieved of all work duties and responsibilities during their rest breaks and meal periods. All rest breaks and meal periods must be taken outside the work area, such as in a break room. Employees may leave the premises during rest breaks and meal periods. Employees should not visit or socialize with employees who are working while they are taking a rest break or meal period. Employees, including those in a sensitive position like security or information technology, are not expected to remain “on call” or available to respond to messages, monitor radios, telephones, email or other devices during meal periods and rest breaks.

Employees are required to immediately notify Human Resources if they believe they are being pressured or coerced by any manager, supervisor or other employee to not take any portion of a provided rest break or meal period.

For employees subject to an applicable CBA, work schedules shall be governed by the CBA.

4.3 Timekeeping Procedures

Employees must record their actual time worked for payroll and benefit purposes. Non-exempt employees must record the time work begins and ends, as well as the beginning and ending time of any departure from work for any non-work-related reason, on forms as prescribed by management. All employees are required to accurately complete and submit their timesheet reflecting all hours worked, including required meal and rest periods.

Altering, falsifying or tampering with time records is prohibited and subjects the employee to discipline, up to and including discharge. Any discrepancies between time shown on a time record and actual hours worked, including overtime, should be resolved with your supervisor before submitting your hours to payroll.

Exempt employees are required to record their daily work attendance and report full days of absence from work for reasons such as leaves of absence, sick leave or personal business.

Non-exempt employees may not start work until their scheduled starting time.

It is the employee's responsibility to sign time records to certify the accuracy of all time recorded. Any errors in the time record should be reported immediately to a supervisor, who will attempt to correct legitimate errors.

You may not work “off the clock” and if you are asked to do so, you should immediately report this to management.

4.4 Travel Time: Non-Exempt Employees

Overnight, Out-of-Town Trips

Non-exempt employees will be compensated for time spent traveling (except for meal periods) during their normal working hours, on days they are scheduled to work and on unscheduled work days (such as weekends). Non-exempt employees will also be paid for any time spent performing job duties during otherwise non-compensable travel time. However, such work should be limited absent advance management authorization.

Out-of-Town Trips for One Day

Non-exempt employees who travel out of town for a one-day assignment will be paid for all travel time, except for, among other things: time spent traveling between the employee's home and the local railroad, bus or plane terminal; and meal periods.

Local Travel

Non-exempt employees will be compensated for time spent traveling from one job site to another job site during a workday. The trip home, however, is non-compensable when the employee goes directly home from the final job site, unless it is much longer than the regular commute home from the regular worksite. In such case, the portion of the trip home in excess of the regular commute is compensable.

Commuting Time

Under the Portal to Portal Act, travel from home to work and from work to home is generally non-compensable. However, if a non-exempt employee regularly reports to a worksite near their home, but is required to report to a worksite farther away than the regular worksite, the additional time spent traveling is compensable.

If compensable travel time results in more than 40 hours worked by a non-exempt employee, the employee will be compensated at an overtime rate of one and one-half (1-1/2) times the regular rate. To the extent that applicable state law provides greater benefits, state law applies.

4.5 Overtime

When IQ Academy California experiences periods of extremely high activity, additional work may be required. Supervisors are responsible for monitoring business activity and requesting overtime work if it is necessary. Effort will be made to provide employees with adequate advance notice in such situations. Employees may work overtime only with prior management authorization. Any non-exempt employee who works overtime without authorization may be subject to disciplinary action, up to and including termination.

Any non-exempt employee who works overtime will be compensated at the rate of one and one-half times (1.5) their regular hourly wage for all time worked in excess of 40 hours each workweek, unless otherwise required by applicable law. Overtime pay is calculated based on actual hours worked. Paid time off, holidays, or any leave of absence will not be considered hours worked for purposes of performing overtime calculations. For purposes of calculating overtime for non-exempt employees, the workweek begins at 12 a.m. on Monday and ends 168 hours later at 12 a.m. on the following Monday.

4.6 Job Postings

IQ Academy California is dedicated to assisting employees in managing their careers and reaching their professional goals through promotion and transfer opportunities. This policy outlines the online job posting program which is in place for all employees. To be eligible to apply for an open position, the employee must meet the following requirements:

- Be a current, regular, full-time or part-time employee;
- Have been in current position for at least six (6) months;
- Maintain a performance rating of satisfactory or above;
- Not be on conduct/performance-related probation or warning;
- Meet the job qualifications listed on the job posting; and
- Provide their current manager with notice prior to applying for the position.

If employees find a position of interest on the job posting website and they meet the eligibility requirements, an online job posting application must be completed in order to be considered for the position. Not all positions are guaranteed to be posted. The School reserves the right to seek applicants solely from outside sources or to post positions internally and externally simultaneously.

For more specific information about the program, please contact the Human Resources Department.

4.7 Complaint Resolution Procedure

IQ Academy of California is committed to providing a comfortable and productive work environment for employees. It is important that your concerns are resolved in a timely manner in an atmosphere of open communication and mutual respect. You are encouraged to follow the process below for bringing concerns to management for resolution. Employees will not be penalized for following this procedure.

First, discuss the problem with your supervisor. If you do not believe a discussion with your supervisor is appropriate, request a meeting with a human resource specialist (HR@caliva.org). In an effort to resolve the problem, the human resource specialist will consider the facts and may conduct an investigation.

Additionally, the Anti-Harassment Policy in this handbook outlines procedures for employees to report complaints of harassment and discrimination.

4.8 Remote Work/Telecommuting

IQ Academy California may allow employees to work remotely if their job duties and work performance are determined to be eligible for remote work. Eligibility will be decided on a case-by-case basis by the School. Employees also may be required to work remotely during periods of public health emergencies if government orders and mandates recommend such work.

This policy provides general information regarding remote work/telecommuting. Employees who are approved to work remotely should consult their individual agreement for specific details of their remote work/telecommuting arrangement, such as expected work hours, equipment provided, and other important information.

Any remote work/telecommuting arrangement may be discontinued by the School at any time and at the discretion of the School. Employees also may discontinue the arrangement but may not be guaranteed office space at the School's location.

At-Will Employment

This policy and any individual agreement addressing this work arrangement do not create a contract of employment and are not intended to be considered or construed as a promise of continued employment. Employment is at will and may be discontinued at any time by the School or employee without notice, cause, or liability.

Hours of Work

Employees will work full time from home. Scheduled hours of work will be set by the employees' manager or supervisor. Employees should maintain regular contact with their supervisors and managers.

Nonexempt employees must accurately record all hours worked pursuant to the School's timekeeping system and take rest and meal breaks as if in the School's workplace and as required by law. Nonexempt employees may not work beyond scheduled working hours (including working more than 40 hours in a workweek) without prior, written authorization from their manager or supervisor.

In-Person Attendance Requirement for Remote Employees

Remote employees may be required to attend certain in-person events based on organizational or school needs. These events may include, but are not limited to, professional development days, student outings, testing locations, graduation ceremonies, team meetings, and other school or organizational functions. Attendance at these events may require travel to a designated location, including a school site, testing location, event venue, or the Simi Valley office. Employees will be provided reasonable advance notice when in-person attendance is required and are expected to make appropriate arrangements to attend.

If an employee is unable to attend a required in-person event, they must notify HR@caliva.org and their supervisor as soon as possible. Supporting documentation may be required depending on the reason for the absence. For absences related to medical reasons, a doctor's note or medical certification may be requested. Failure to attend required in-person events without appropriate notice or documentation may result in corrective action.

Location

Employees will provide, at their expense, a secure, dedicated work area. Employees are responsible for maintaining the work area in a safe, secure, and nonhazardous condition at all times. Employees will maintain security devices and procedures necessary to prevent use by unauthorized persons, including by preventing the connection of any School-furnished computer system, network, or database to any computer, network, or database other than a computer, network, or database to which connections are provided or authorized by the School.

Duties

Employees are expected to follow all existing School policies and procedures. The duties, obligations, responsibilities, and conditions of employment with the School remain unchanged. Employees must stay engaged with work throughout the workday and be fully available during normal business hours. If employees do not successfully perform their job duties remotely, this arrangement will be revoked. Employees are expected to follow existing School policies with respect to scheduled and unscheduled time off, including the obligation to speak with their manager or supervisor before the scheduled start time in the event of an unscheduled absence, tardy, or early departure.

Virtual Meetings (other than the classroom)

While distractions are often unavoidable, try to keep them to a minimum. Please reference the Virtual Meeting Protocol for more information.

Accidents and Injuries

Employees agree to maintain safe conditions in the remote work space and to practice the same safety habits and rules applied on School premises. If employees incur an injury arising out of the course and scope of the assigned job duties while working in the remote work space, the workers' compensation provisions in place for the state in which the employees are working will apply. Employees must notify their supervisor or manager immediately and complete all necessary and/or requested documents regarding the reported injury. The School assumes no responsibility for injuries occurring in the remote work space outside normal working hours or for injuries that occur as a result of a reasonably recognizable unsafe remote work space.

Equipment

Employees agree to use electronic equipment that has been encrypted and meets all of the School's security requirements. If the School provides equipment for home use, employees agree to provide a secure location for School-owned equipment and will not use, or allow others to use, such equipment for purposes other than School business. Employees have no expectation of ownership in such equipment, linkages, property, or other items installed or provided by the School. The School will bear the expense of removal of any such equipment, linkages, and installations provided by the School upon the termination of the remote work/telecommuting arrangement but not modification of or repairs to the work location. Employees hereby release the School from any damage or liability incurred in the installing or removal of the equipment provided by the School.

Return of School Property

All equipment, records, and materials provided by the School will remain School property. Employees agree to return School equipment, records, and materials upon request. All School equipment will be returned by employees for inspection, repair, or replacement as needed or requested or immediately upon termination of the remote work/telecommuting arrangement. All equipment must be returned within five (5) business days of written notice to the employees.

Expenses

Upon presentment of receipts and in accordance with the Business Expense Reimbursement policy, the School will reimburse employees for certain preapproved expenses.

Regular household utility charges, such as electricity, water, phone, Internet service, auto, homeowners' insurance, etc., are not reimbursable unless state law requires reimbursement.

Confidentiality

Employees agree that they are subject to the School's policies prohibiting the nonbusiness use or dissemination of the School's confidential business information. Employees will take all appropriate steps to safeguard the School's confidential business information, including segregating it from personal papers and documents, not allowing nonemployees to access such information, and keeping such information in locked drawers or file cabinets when not in use. Employees will maintain confidential information, including, but not limited to, information regarding the School's products or services,

processing, marketing and sales, client lists, client e-mail addresses and mailing addresses, client data, orders, memoranda, notes, records, technical data, sketches, designs, plans, drawings, trade secrets, research and development data, experimental work, proposals, new product and/or service developments, project reports, sources of supply and material, operating and cost data, and corporate financial information.

Contact

If employees have any questions concerning this policy or would like to apply to work remotely, they should contact the Human Resources Director.

4.9 Virtual Working Protocol

Virtual Working Protocol While on Camera:

Professional Appearance: Staff must maintain a neat, professional appearance and adhere to the standard school dress code while on camera. When attending an in-person meeting or school outing attire is expected to be business attire unless otherwise stated. Please reference the Employee Dress and Personal Appearance Policy.

Personal Conduct: Please refrain from eating a meal during virtual meetings. Smoking or vaping is not permitted during virtual meetings as well.

Dedicated Workspace: Maintain a professional, distraction-free environment for all remote work. If your space is shared, you are responsible for managing your physical surroundings to meet this standard. This includes:

- Minimizing Interruptions: Establish clear boundaries with others in your household regarding your working hours.
- Meeting Privacy: Transition to a quiet, private area for calls to ensure confidentiality and professionalism.
- Noise Control: Ensure your workspace is free of background noise. No music or television should be audible during the session. Utilize quiet rooms or noise-canceling equipment to eliminate background disruptions.

Virtual Backgrounds: Must be neutral, non-distracting backgrounds that keep the focus in alignment with our shared mission and vision. Backgrounds should not include additional text, visuals, quotes, memes, or personal imagery. Approved background options include:

- A clean wall or organized workspace
- A professional blur effect
- System generated background

- A simple, solid-color, or muted School Branded or Union Branded virtual background
- Please avoid backgrounds that may distract from, undermine, or diminish the credibility of our school and/or its programs.

Punctuality: Please log in early and be ready to start all sessions on time. If you're leading or teaching, aim to arrive **3–5 minutes ahead** of schedule.

Camera Presence: Turning on video is required. Keep cameras on throughout the session to facilitate student/staff engagement and connection, barring exceptional circumstances or approved reasons. Keep yourself muted at all times unless you are actively speaking.

Classroom Management: Enforce the same behavioral expectations and management policies online as in a physical classroom. Address disruptive conduct promptly.

Professional Communication: Use appropriate, professional language at all times during virtual sessions/meetings. Profanity of any kind is strictly prohibited.

Instructional Focus: Give your full attention to the meeting as if you were face to face. Refrain from using personal devices (cell phones, tablets) for non-instructional purposes while on camera.

Student Privacy: Protect student confidentiality. Do not share identifiable information or student work without prior consent. Please reference the FERPA training for specific guidelines.

Professional Development: Actively participate in training, meetings, sessions for virtual instruction and technology tools to ensure continued proficiency.

Speaker Vetting & Appearance: All individuals appearing on camera must be vetted. Non-approved guests are restricted, with exceptions limited to approved, academic-driven presentations authorized by the administration.

Supervision & Safety: Students must be supervised at all times. In an emergency, contact an administrator to join the session or, if necessary, dismiss students before immediately notifying administration.

Household Boundaries: To maintain a professional environment, family members should not appear on camera. Pets should not be visible or audible during live instruction unless previously approved for instructional purposes. Remote work is **not a substitute for childcare.** Employees must maintain independent care arrangements to ensure full concentration on work assignments during scheduled hours.

4.10 Technology and Network Acceptable Use

IQ Academy of California, herein referred to as “The School”, owns and operates various computer systems, which are provided for use by employees in support of school activities. All users are responsible for seeing that these systems are used in an effective, ethical and lawful manner. These procedures shall not be construed as a wavier of any rights of the school, nor shall they conflict with applicable federal, state and local laws.

This document establishes rules and prohibitions that define acceptable use of these systems. Unacceptable use is prohibited, and is grounds for loss of computing privileges, as well as discipline or legal sanctions under federal, state or local laws.

All users of the school's computing systems must read, understand and comply with the policies established in this document as well as additional guidelines established by administrators of each system. Teachers must understand that one teacher’s misuse of the network may jeopardize the ability of all teachers to enjoy such access. While The School will make reasonable efforts to supervise staff use of The School network, they must have staff cooperation in exercising and promoting responsible use.

Laptop Use
Any damage due to neglect or abuse of The School equipment is the responsibility of the employee who was assigned the equipment. All repairs will be completed by The School or a vendor approved by The School. Staff will never let anyone besides The School personnel or an approved vendor work on or use their laptops. All replacement parts for The School equipment (including power cords and batteries) need to be original equipment parts from the manufacture (OEM) unless otherwise approved by the Regional Technology Manager. The School equipment is intended for school use only; any other use is prohibited. Employees are required to use their school-issued laptop for work purposes and are not permitted to use their personal computer for work purposes.

Network and Internet Use Agreement

Personal Responsibility - By signing this Policy and Agreement, you are agreeing not only to follow the rules in this Policy and Agreement but are agreeing to report any misuse of the network to the Regional Technology Manager. Misuse means any violations of this Policy or any other use that is not included in the Policy but has the effect of harming another or his or her property.

Term of the Permitted Use - A teacher who submits to the school, a properly signed Policy and Agreement and follows the Policy to which she/he has agreed will have computer network access during the course of the school year.

Purpose and Use - The School is providing access to its network for all The School related work. If you have any doubt about whether a contemplated activity is The School related, you may consult with the Regional Technology Manager to help you decide if your use is appropriate. All users must abide by rules of network etiquette. Be polite. Use appropriate language. No swearing, vulgarities, suggestive, obscene,

belligerent or threatening language, or other language, which may be offensive to others. Be safe. In using the computer network and Internet, do not reveal personal information such as your home address and telephone number. Do not arrange a face-to-face meeting with someone you "meet" on the computer network or Internet.

Uses that are considered unacceptable and constitute a violation of this Policy and Agreement are:

1. Uses that are offensive to others. Some examples would include, but not be limited to, ethnic, sexual preference or gender-related slurs or jokes.

2. Uses that violate the law or encourage others to violate the law. Some examples would include, but not be limited to, transmission of offensive or harassing messages; offer for sale any substance the possession or use of which is prohibited by law; view, transmit or download pornographic materials or materials that encourage others to violate the law; intrude into the networks or computers of others; and download or transmit confidential, trade secret information, or copyrighted materials. Even if materials on the network are not marked with the copyright symbol, you should assume that all materials are protected unless there is explicit permission on the materials to use them.

3. You should not give others private information about you or others, including credit card numbers and social security numbers.

4. Uses that cause harm to others or damage to their property. Some examples would include, but not be limited to, engaging in defamation (harming another's reputation by lies); employing another's password or some other user identifier that misleads message recipients into believing that someone other than you is communicating or otherwise using his/her access to network or the Internet; uploading a worm, virus, trojan, time bomb, or other harmful programming or vandalism.

5. Uses that jeopardize the security of teacher access and of the computer network or other networks on the Internet. For example, don't disclose or share your passwords with others; impersonate another.

6. Uses that access controversial or offensive materials. All users and their parents/guardians are advised that access to the electronic network may include the potential for access to materials inappropriate for school-aged pupils. Every user must take responsibility for his or her use of the computer network and Internet and stay away from these sites. Parents of minors are the best guides to materials to shun. If a teacher finds that other users are visiting offensive or harmful sites, he or she should report such use to the Regional Technology Manager Support.

7. Specifically, do not allow non-The School staff to access The School network, your assigned The School laptop or The School files.

8. Users are forbidden from using The School electronic communications systems for charitable endeavors, private business activities, or amusement/entertainment purposes unless expressly approved in writing by The School. Employees are reminded that the use of school resources, including electronic communications, should never create either the appearance or the reality of inappropriate use.

Privacy - The School Network and Internet access is provided as a tool for your work while employed by The School. The School reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of The School laptop, computer network and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of The School and no user shall have any expectation of privacy regarding such materials.

Failure to Follow Policy and Breach of Agreement - The user's use of the computer network and Internet is a privilege, not a right. A user who violates this Policy and breaches his/her Agreement, may at a minimum, have his or her access to the computer network and Internet reimbursement terminated, which The School may refuse to reinstate for the remainder of the teacher's tenure in the School. A user breaches his or her Agreement not only by affirmatively violating the above Policy, but also by failing to report any violations by other users that come to the attention of the user. Further, a user violates this Policy and Agreement if he or she permits another to use his or her account or password to access the computer network, network accounts, laptop and the Internet, including any user whose access has been denied or terminated. The School may take additional disciplinary or legal action.

Warranties/indemnification - The School makes no warranties of any kind, either expressed or implied, in connection with its provision of access to and use of its network and the Internet provided under this Policy and Agreement. It shall not be responsible for any claims, losses, damages or costs (including attorney's fees) of any kind suffered, directly or indirectly, by any user arising out of the user's use of its computer network or the Internet under this Policy and Agreement. By signing this Policy and Agreement, users are taking full responsibility for his/her use, and the user is agreeing to indemnify and hold the school, the School District, The School and all of their administrators, harmless from any and all loss, costs, claims or damages resulting from the user's access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user agrees to cooperate with the school in the event of the school's initiating investigation of a user's use of his or her access to its computer network and the Internet, whether that use is on a school computer or on another's outside The School network

Updates - Users may be asked from time-to-time to provide new or additional registration and account information or to sign a new Policy and Agreement for example, to reflect developments in the law or technology. Such information must be provided by the user or such new Policy and Agreement must be signed if the user wishes to continue to receive service. If after you have provided your account information, some or all of the information changes, you must notify the Regional Technology Manager Support. If any user violates this Policy and Agreement, continuing access will be denied or withdrawn and he/she may be subject to additional disciplinary action. If you have any questions about these provisions, you should contact the Regional Technology Manager or Human Resources.

4.11 Artificial Intelligence

The School recognizes that the use of artificial intelligence (AI) tools can potentially assist employees with the performance of job duties. However, there are many risks. To ensure the protection of confidential information and the integrity of our operations, as set forth below, all employees who wish to use AI tools must receive management approval and, if granted, comply with the below best practices.

Evaluation of AI tools. Employees must evaluate the utility and security of any AI tool before using it. This includes reviewing the tool's security features, terms of service, and privacy policy. Employees also

should review the reputation of the tool developer and any third-party services used by the tool. But most importantly, employees must receive management approval prior to using any AI tool after explaining the manner in which it will be used and the benefits to the business.

Protection of confidential data. In using any AI tool, employees must not upload or share any confidential, proprietary, or protected data without prior written approval from the Head of Human Resources. This includes data related to customers, employees, or partners. Similarly, employees must ensure any AI tool does not utilize confidential or copyrighted information of a third party.

Access control. Employees must not give access to any AI tools approved for business use to anyone outside the School without prior approval from the Head of Human Resources and implementation of processes as required to meet security compliance requirements. This includes sharing login credentials or other sensitive information with third parties.

Compliance with security policies. Employees must apply the same security best practices we use for all IQ Academy California and customer data. This includes using strong passwords, keeping software up-to-date, and following the School's data retention and disposal policies.

4.12 Cyber and Digital Security

This policy establishes expectations for the secure use of IQ technology resources, including networks, devices, and data. It applies to all employees, contractors, students, and visitors who utilize school systems or connect personal devices to the school network.

User Responsibilities: All users must maintain the integrity of IQ systems through the following practices:

- **Account Security:** Create unique passwords, use Multi-Factor Authentication (MFA), and never share credentials.
- **System Integrity:** Keep software updated. Do not disable antivirus, bypass security filters, or install unauthorized software.
- **Data Governance:** Adhere to established retention and disposal policies for digital records.
- **Professionalism:** Use school technology primarily for educational and professional purposes. Prohibited activities include accessing unauthorized files or creating/storing inappropriate, offensive, or illegal content.

Data Privacy & Confidentiality: IQ is committed to protecting student and organizational data.

- **PII & FERPA:** Users must protect Personally Identifiable Information (PII) and comply with FERPA regulations regarding student records.
- **Encryption:** Sensitive data must be transmitted and stored using approved encryption methods.

Threat Prevention & Phishing: Users must exercise vigilance against digital threats:

- **Verification:** Inspect sender addresses for misspellings and be wary of urgent, unexpected requests for sensitive data or financial transactions.
- **Safe Browsing:** Avoid clicking unknown links or downloading attachments from unfamiliar sources.
- **Reporting Phishing:** If a suspicious email is received, do not interact with it. Use the Outlook "**Report**" button, delete the email, and notify **cyber@k12.com** with the subject line and date.

Incident Response Procedures: In the event of a suspected compromise or technical threat, follow these steps immediately:

A. Suspicious Websites/Pop-ups:

1. Do not click any links on the screen.
2. Force close the browser (**Alt + F4**).
3. Restart the computer.
4. Report the URL and time to **cyber@k12.com.**

B. Suspected Device Compromise:

If you clicked a malicious link or believe your device is infected:

1. Contact K12 Tech Support via the Service Portal.
2. Report lost or stolen school devices to administration immediately.
3. **Do not** attempt to repair or scan the device independently.

Compliance is mandatory. Violations may result in disciplinary action, up to and including termination of employment or legal referral for serious breaches of state or federal law.

4.13 Safe Harbor Policy for Exempt Employees

It is IQ Academy California's policy and practice to accurately compensate employees and to do so in compliance with all applicable state and federal laws. To ensure proper payment and that no improper deductions are made, employees must review pay stubs promptly to identify and report all errors.

Those classified as exempt salaried employees will receive a salary which is intended to compensate them for all hours they may work for IQ Academy California. This salary will be established at the time of hire or classification as an exempt employee. While it may be subject to review and modification from time to time, such as during salary review times, the salary will be a predetermined amount that will not be subject to deductions for variations in the quantity or quality of the work performed.

Under federal and state law, salary is subject to certain deductions. For example, unless state law requires otherwise, salary can be reduced for the following reasons:

- full-day absences for personal reasons;
- full-day absences for sickness or disability if the deduction is made in accordance with a bona fide plan, policy or practice of providing wage replacement benefits for such absences (deductions also may be made for the exempt employee's full-day absences due to sickness or disability before the employee has qualified for the plan, policy or practice or after the employee has exhausted the leave allowance under the plan);
- full-day disciplinary suspensions for infractions of our written policies and procedures;
- Family and Medical Leave Act absences (either full- or partial-day absences);
- to offset amounts received as payment from the court for jury and witness fees or from the military as military pay;
- the first or last week of employment in the event the employee works less than a full week; and
- any full work week in which the employee does not perform any work.

Salary may also be reduced for certain types of deductions such as a portion of health, dental or life insurance premiums; state, federal or local taxes; social security; or voluntary contributions to a 401(k) or pension plan.

In any work week in which the employee performed any work, salary will not be reduced for any of the following reasons:

- partial day absences for personal reasons, sickness or disability;
- an absence because the School has decided to close a facility on a scheduled work day;
- absences for jury duty, attendance as a witness, or military leave in any week in which the employee performed any work (subject to any offsets as set forth above); and
- any other deductions prohibited by state or federal law.

However, unless state law provides otherwise, deductions may be made to accrued leave for full- or partial-day absences for personal reasons, sickness or disability.

If employees believe they have been subject to any improper deductions, they should immediately report the matter to a supervisor. If the supervisor is unavailable or if the employee believes it would be inappropriate to contact that person (or if the employee has not received a prompt and fully acceptable reply), they should immediately contact Payroll Manager or any other supervisor in IQ Academy California with whom the employee feels comfortable.

4.14 Salary Advances

IQ Academy California does not permit advances on paychecks or against accrued paid time off. Advance pay for vacation must be requested in writing at least two weeks prior to the vacation period.

4.15 Performance Review

Depending on the employee's position and classification, IQ Academy California endeavors to review performance annually. However, a positive performance evaluation does not guarantee an increase in salary, a promotion or continued employment. Compensation increases and the terms and conditions of employment, including job assignments, transfers, promotions, and demotions, are determined by and at the discretion of management. . For employees subject to an applicable CBA, performance reviews and changes to compensation shall be governed by the CBA.

In addition to these formal performance evaluations, the School encourages employees and supervisors to discuss job performance on a frequent and ongoing basis.

Employee performance and conduct are expected to contribute toward the achievement of the School's goals and objectives. The purpose of documentation of employee performance and professional conduct is to:

- Improve employee performance through effective communication while honoring the Collective Bargaining Agreements (CBA)
- Provide clarity to both the employee and the District on facts surrounding a situation in question
- Take necessary steps to deal with deficient employee performance and/or conduct

A positive performance review does not guarantee either an increase in compensation or continued employment. Raises, if given, may be based on a number of factors, such as the company's performance and profitability, department or group performance, and individual performance.

4.16 Record Retention

IQ Academy California acknowledges its responsibility to preserve information relating to litigation, audits and investigations. Failure on the part of employees to follow this policy can result in possible civil and criminal sanctions against the School and its employees and possible disciplinary action against responsible individuals (up to and including discharge of the employee). Each employee has an obligation to contact the Human Resources Director to inform them of potential or actual litigation, external audit, investigation or similar proceeding involving the School that may have an impact on record retention protocols.

4.17 Your Employment Records

In order to obtain their position, employees have provided personal information, such as address and telephone number. This information is contained in their personnel file.

Employees should keep their personnel file up to date by informing the Human Resources Director of any changes. Employees also should inform the Human Resources Director of any specialized training or skills they acquire, as well as any changes to any required visas. Unreported changes of address, marital status, etc. can affect withholding tax and benefit coverage. Further, an "out of date" emergency contact or an inability to reach employees in a crisis could cause a severe health or safety risk or other significant problem.

To ensure that your personnel file is up-to-date at all times, notify HR@caliva.org of any changes in your name, telephone number, home address, withholding instructions, number of dependents, beneficiary designations, or the individuals to notify in case of an emergency.

4.18 Your Paycheck

Employees will be paid semi-monthly on the 10th and 25th of the month for all the time worked during the past pay period. For overtime calculations and salary administration, the fixed 7-day "workweek" is the period beginning at 12:01 a.m., Monday and ending at midnight, Sunday. IQ Academy of California does not grant employees pay advances. For paydays falling on a weekend or holiday, you will be paid the prior business day.

Payroll stubs itemize deductions made from gross earnings. By law, IQ Academy California is required to make deductions for Social Security, federal income tax and any other appropriate taxes. These required deductions also may include any court-ordered garnishments. Payroll stubs also will differentiate between regular pay received and overtime pay received.

If there is an error in any employee's pay, the employee should bring the matter to the attention of the Payroll Manager immediately so the School can resolve the matter quickly and amicably.

Paychecks will be given only to the employee, unless the employee requests that they be mailed or authorizes in writing that another person may accept the check. The person designated to pick up your check will be asked to produce satisfactory identification; otherwise, your check will not be released.

Participants in the STRS/PERS programs will have deductions taken from their paycheck per state law.

The amount of the deductions will depend on your earnings and on the information you furnish on your W-4 form regarding the number of exemptions you claim. If you wish to modify your W-4 deductions, contact HR@caliva.org or login to our online payroll platform and edit your W-4 details. Check your pay stub to ensure that it reflects the proper number of withholdings and deductions.

If your employment ends, you will be paid your final wages in accordance with applicable state law. If you resign with at least 72 hours' notice, you will be paid on the date of separation for all wages and any accrued unused vacation at the date of separation. If you resign with less than 72 hours' notice, you will be paid for all wages and accrued unused vacation no later than 72 hours after notice is given. If your employment is terminated, you will be paid on the date of termination for all wages and any accrued unused vacation on the date of termination.

4.19 Mandatory Deductions from Paycheck

IQ Academy of California is required by law to make certain deductions from your paycheck each time one is prepared. Among these are federal, state and local income taxes, and your contribution to Social Security and Medicare (FICA).

The amount of the deductions will depend on your earnings and on the information you furnish on your W-4 form. If you wish to update/change your W4 please reach out to HR@caliva.org. Check your pay stub to ensure that it reflects the proper amount of withholdings and deductions.

IQ Academy of California will also make deductions from your pay for other voluntary deductions you have authorized, such as your contribution to any group health insurance premiums or retirement plan contributions.

IQ Academy of California may make other mandatory deductions from your paycheck, such as court-ordered garnishments or retro benefits payments. If you have a question about these or any deductions, you should speak to your payroll specialist.

The Company will also make deductions from your pay for other voluntary deductions you have authorized, such as your contribution to any group health insurance premiums or retirement plan contributions.

Participants in the STRS/PERS programs will have deductions taken from their paycheck per state law.

4.20 Open Door Policy

All employees have the opportunity to express ideas and opinions to management. The School believes that open communication is essential to a successful work environment, as well as to the School's success. All employees may express ideas and opinions directly to School management. Employees who would like to bring an idea or suggestion to the School's attention, or just simply wishes to discuss an issue not covered by a separate reporting procedure, are always welcome to send an email or make a call to Human Resources.

Section 5 - Benefits

5.1 Benefits Overview

In addition to good working conditions and competitive pay, it is IQ Academy California's policy to provide a combination of supplemental benefits to all eligible employees. In keeping with this goal, each benefit program has been carefully devised. These benefits include time-off benefits, such as vacations and holidays, and insurance and other plan benefits. We are constantly studying and evaluating our benefits programs and policies to better meet present and future requirements. These policies have been developed over the years and continue to be refined to keep up with changing times and needs.

The next few pages contain a brief outline of the benefits programs IQ Academy California provides employees and their families. Of course, the information presented here is intended to serve only as guidelines. Eligible employees will receive pertinent materials upon beginning employment with the School.

The descriptions of the insurance and other plan benefits merely highlight certain aspects of the applicable plans for general information only. The details of those plans are spelled out in the official plan documents, which are available for review upon request from the Human Resources Director. Additionally, the provisions of the plans, including eligibility and benefits provisions, are summarized in the summary plan descriptions ("SPDs") for the plans (which may be revised from time to time). In the determination of benefits and all other matters under each plan, the terms of the official plan documents shall govern over the language of any descriptions of the plans, including the SPDs and this handbook.

Further, IQ Academy California (including the officers and administrators who are responsible for administering the plans) retains full discretionary authority to interpret the terms of the plans, as well as full discretionary authority with regard to administrative matters arising in connection with the plans and all issues concerning benefit terms, eligibility and entitlement.

While the School intends to maintain these employee benefits, it reserves the absolute right to modify, amend or terminate these benefits at any time and for any reason.

If employees have any questions regarding benefits, they should contact the Human Resources Director.

For employees subject to an applicable CBA, benefits offerings shall be governed by the CBA.

5.2 Insurance Programs

Full-time employees may participate in IQ Academy California's insurance programs. Under these plans, eligible employees will receive comprehensive health and other insurance coverage for themselves and their families, as well as other benefits.

Upon becoming eligible to participate in these plans, employees will receive summary plan descriptions (SPDs) describing the benefits in greater detail. Please refer to the SPDs for detailed plan information. Of course, feel free to contact the Human Resources Director with any further questions.

5.3 Continuation of Benefits

All active, full-time employees covered by the Group Health Plan or the Health Care Flexible Spending Account (FSA) Plan may continue plan coverage for up to 12 weeks during an approved leave of absence, or for any longer period, as required by law.

While on leave, your benefits will continue as stated above but payments of these benefits will be collected retroactively upon return from leave. If benefits terminate during the leave because of the length of the leave you will be required to make a payment directly to the school. Human Resources will notify you if a payment is to be made or if a payment will be deducted upon return from leave. Repayment of benefits is a condition of employment. Failure to pay may result in disciplinary action up to and including termination. In addition, if you choose not to return and fail to pay benefits we do have the right to take legal action for payment.

If you do not return to work upon expiration of the applicable 12-week period (or such longer period as required by law), coverage will terminate and you will have the opportunity to continue coverage for a limited period of time under COBRA in accordance with applicable law.

5.4 Vacation for Full-Time Classified Employees

IQ Academy of California appreciates how hard employees work and recognizes the importance of providing time for rest and relaxation. IQ Academy of California fully encourages employees to get this rest by taking vacation time. Full-time employees accrue paid vacation time as follows:

You will begin to accrue vacation as of your hire date and are eligible to use accrued time upon the 90th day of employment. This policy is intended to comply with California’s Healthy Workplaces, Health Families Act of 2014.

In an academic year (August 1 - July 31), employees will be granted vacation according to the following schedule:

Length of Service	Accrual Rate for each day worked	Maximum Annual Accrual	Maximum Annual Cap
Date of Hire	.4 days per pay period	12 days	20 days

*Exempt employees will accrue based on a 40-hour workweek.

In the event that available vacation is not used by the end of the calendar year you may carry unused time forward to the next academic year. However, there is a maximum accrual (“cap”). If the total amount of unused vacation reaches this "cap," further vacation accrual will stop. When you use vacation and bring the accrual balance below the “cap,” vacation accrual will begin again.

The maximum vacation entitlement for part-time employees is pro-rated based on hours worked.

Vacations should be taken during the year accrued, unless otherwise required by law. Every effort will be made to grant employees' vacation preference, consistent with operating schedules. However, if too many people request the same period of time off, the School reserves the right to choose who may take vacation during that period. Employees with the longest length of service generally will be given preference. However, a more junior employee who already has an approved for a vacation date will not be bumped by a more senior employee.

Employees classified as exempt may take vacation in 4-hour increments.

Nonexempt employees should record their absences in exact time increments to the quarter hour, (e.g., 1.5 hours, 6 hours, and 2.75 hours).

Pay for vacation days will be paid on the regular pay cycle. Vacation is not considered hours worked when calculating overtime hours. If a planned vacation has to be canceled due to the needs of IQ Academy of California and you are unable to reschedule the vacation within the year, IQ Academy of California reserves the option of paying you in lieu of taking the canceled vacation or to allow rescheduling of that vacation. Vacation is solely a IQ Academy of California policy.

Accrued, unused vacation is paid out upon separation, computed at the hourly or salary rate of pay in effect upon separation. If you separate employment and you have taken a vacation prior to actual accrual, you agree to repay the company any such amounts.

Employees are required to use all accrued but unused vacation up to a maximum of 2 weeks of accrued vacation prior to collecting benefits under the California Family Temporary Disability Insurance Act. Employees will not earn vacation hours while on any type of leave

5.5 Paid Sick

Eligibility

Pursuant to the Healthy Workplaces, Healthy Families Act, the School provides paid sick leave to employees who, on or after July 1, 2015 work for IQ Academy of California for 30 or more days within a year. For employees who work in California who are eligible for sick time under the general Paid Sick Time policy and/or any other applicable sick time/leave law or ordinance, this policy applies solely to the extent it provides greater benefits/rights on any specific issue or issues than the general Paid Sick Time policy and/or any other applicable sick time/leave law or ordinance.

Employees begin to accrue sick time upon hire and are eligible to use the time immediately at time of employment. Sick time accrues at the rate of .0385 per hour worked, and unused sick time will carry over into the following year. There is no limit to the amount of time that may be accrued; however you may use only up to 48 hours in a year for locations except Santa Monica, Oakland, and San Francisco Employees who work in Santa Monica, Oakland, and the City of San Francisco may use sick time provided it has been accrued and does not result in a negative balance.

Employees classified as exempt may take sick time in 2-hour increments. Nonexempt employees should record their absences in exact time increments to the quarter hour, (e.g., 1.5 hours, 6 hours, 2.75 hours).

Suspected abuse of sick leave may lead to disciplinary action. Indications of possible abuse include, but are not limited to, repeated usage of sick leave to extend regularly scheduled days off, including weekends, holidays (before or after a holiday), excessive absenteeism on Mondays and Fridays, and usage of sick leave on days previously requested and denied as vacation. If you are absent for more than three consecutive workdays due to personal illness, you may be required to provide a statement from your healthcare provider. Please familiarize yourself with the Absenteeism and Tardiness Policy for the proper procedures to follow when an absence has or will occur.

Usage

Paid sick leave may be used for the following reasons:

- For jury duty after serving on trial for 5 days
- For diagnosis, care, or treatment of an existing health condition of or preventive care for, the employee or the employee's family member; or
- For the employee who is a victim of domestic violence, sexual assault, or stalking:
    1. to obtain or attempt to obtain a temporary restraining order, restraining order, or other injunctive relief;
    2. to help ensure the health, safety, or welfare of the victim or the victim's child;
    3. to seek medical attention for injuries caused by domestic violence, sexual assault, or stalking;

4. to obtain services from a domestic violence shelter, program, or rape crisis center as a result of domestic violence, sexual assault, or stalking;
5. to obtain psychological counseling related to an experience of domestic violence, sexual assault, or stalking; or
6. to participate in safety planning and take other actions to increase safety from future domestic violence, sexual assault, or stalking, including temporary or permanent relocation.

For purposes of this policy, family member means a child (including biological, adopted, or foster child, stepchild, legal ward, or a child to whom the employee stands *in loco parentis*, all regardless of age or dependency status); spouse; registered domestic partner; parent (including biological, adoptive, or foster parent, stepparent, or legal guardian of the employee or the employee's spouse or registered domestic partner or a person who stood *in loco parentis* when the employee was a minor child); grandparent; grandchild; a sibling; or a designated person. Employees are limited to selecting one (1) designated person per 12-month period for paid sick days.

Unless the employee advises the Employee's Supervisor otherwise, the School will assume employees want to use available paid sick leave for absences for reasons set forth above and employees will be paid for such absences to the extent they have paid sick leave available.

Employees will be notified of their available paid sick leave on each itemized wage statement.

Notice and Documentation

Notice to the Employee's Supervisor may be given orally or in writing. If the need for paid sick leave is foreseeable, the employee must provide reasonable advance notification. If the need for paid sick leave is unforeseeable, the employee must provide notice of the need for the leave as soon as practicable.

Days off may not be taken immediately before or after a break unless it is sick time. We may require a doctor’s note for the day if there is reasonable suspicion. A doctor’s note may be required in order to receive an exception not to attend an in person meeting.

Payment

Eligible employees will receive payment for paid sick leave at the same wage as the employee normally earns during regular work hours, unless otherwise required by applicable law, by the next regular payroll period after the leave was taken. Use of paid sick leave is not considered hours worked for purposes of calculating overtime.

Carryover and Payout

Accrued but unused paid sick leave under this policy will not be paid at separation. Unused sick hours will be reinstated if re-employed by School within one year of separation. Sick time is solely a School policy.

Enforcement & Retaliation

Retaliation or discrimination against the employee who requests paid sick days or uses paid sick days or both is prohibited and employees may file a complaint with the Labor Commissioner against an employer who retaliates or discriminates against any employee.

If employees have any questions regarding this policy, they should contact Human Resources Department.

5.6 Paid Holidays

Full-time employees will be paid for the following holidays:

New Year's Day	January 1st
Martin Luther King Jr. Day	3rd Monday in January
President's Day	3rd Monday in February
Memorial Day	Last Monday in May
Independence Day	July 4th (observed July 3rd)
Labor Day	1st Monday in September
Columbus Day	2nd Monday in October
Veteran's Day	November 11th
Thanksgiving Day	4th Thursday in November
Day after Thanksgiving	4th Friday in November
Christmas Eve	December 24th
Christmas Day	December 25th

Full-time employees are eligible for paid holidays during each calendar year. A paid holiday does not count as a day worked in calculating overtime for the week. When holidays fall or are celebrated on a regular work day, eligible employees will receive one (1) day's pay at their regular straight-time rate. Eligible employees who are called in to work on a holiday will receive one (1) day's pay at their regular straight-time rate and an additional payment of straight-time for the actual time they work that day.

If a paid holiday falls on a Saturday, the preceding Friday will normally be observed as the holiday. If a paid holiday falls on a Sunday, the following Monday will normally be observed as the holiday. To receive holiday pay, a nonexempt employee must work the regularly scheduled workday before and after the

holiday, unless the onsite manager approves an exception in writing. A paid holiday does not count as a day worked in calculating overtime for the week.

In addition, the education team will observe a winter and spring break each academic year. These breaks will be announced at the start of the school year. The school office remains open during these breaks.

Days off may not be taken immediately before or after a break unless it is sick time. We may require a doctor's note for the day if there is reasonable suspicion. A doctor's note may be required in order to receive an exception not to attend an in person meeting.

5.7 Workers' Compensation

On-the-job injuries are covered by IQ Academy California's Workers' Compensation Insurance Policy, which is provided at no cost. If employees are injured on the job, no matter how slightly, they should report the incident immediately to their supervisor. Failure to follow School procedures may affect the ability of employees to receive Workers Compensation benefits.

This is solely a monetary benefit and not a leave of absence entitlement. Employees who need to miss work due to a workplace injury must also request a formal leave of absence. See the Leave of Absence sections of this handbook for more information.

5.8 Bereavement Leave

Employees who have been employed for at least 30 days may take bereavement leave of up to five (5) days upon the death of a family member. For the purposes of this policy, a family member includes a spouse or a child, parent, sibling, grandparent, grandchild, domestic partner, or parent-in-law.

For non-unit members, bereavement leave can be taken in separate increments, provided all days are used within three months of the family member's passing. The following time-off limits apply:

- Up to 5 paid days: For the death of a spouse, domestic partner (including civil unions), child, parent, sibling, or equivalent step-relation, a grandparent, or an in-law (parent or child).
- 1 paid day: For the death of an extended relative not listed above.

For Unit Members please reference the CBA under Bereavement Leave.

If you need additional time or wish to attend a service for someone not covered by this policy, you may request to use accrued vacation or sick time, subject to prior HR approval.

Bereavement leave will be paid at the employee's base rate of pay at the time of absence for the number of hours the employee otherwise would have worked that day. Bereavement leave is not counted as hours

worked for purposes of calculating overtime. When requesting time off for Bereavement Leave please enter the relationship of the deceased into the comments section.

Employees, if requested by the School, within 30 days of the first day's leave must provide documentation of the death of the family member. Documentation includes, but is not limited to, a death certificate, a published obituary, or written verification of death, burial, or memorial services from a mortuary, funeral home, burial society, crematorium, religious institution, or governmental agency. The School will maintain the confidentiality of any employee requesting leave under this policy including documentation provided to the School related to a request for leave.

Employees wishing to utilize bereavement leave should contact Human Resource Department.

Employees will not be subject to adverse action for exercising rights or attempting to exercise rights under this policy, opposing practices that they believe to be in violation of this policy, or supporting the exercise of rights of another under this policy

5.9 Voting Leave

In the event employees do not have sufficient time outside of working hours to vote in a statewide election, employees may take off sufficient working time to vote. This time should be taken at the beginning or end of the regular work schedule, whichever allows the most free time for voting and the least time off from work. Employees will be allowed a maximum of two (2) hours of voting leave on Election Day without loss of pay. Where possible, supervisors should be notified of the need for leave at least three (3) working days prior to the Election Day.

5.10 Lactation Accommodations

IQ Academy of California supports the legal right and necessity of employees who choose to express milk in the workplace. This policy establishes guidelines for promoting a breastfeeding-friendly work environment and supporting lactating employees for as long as they desire to express breast milk.

The School will provide a reasonable amount of break time for employees who wish to express breast milk for their infant child each time the employee has a need to express milk, in accordance with applicable local, state, and federal law. If possible, the break time must run concurrently with rest and meal periods already provided. Employees should clock out for time taken for 30 minutes or more that does not run concurrently with normally scheduled break periods.

The School will provide breastfeeding employees with space, in close proximity to their work area, that is shielded from view and free from intrusion from co-workers and the public. The room or location may

include the place where the employee normally works if it otherwise meets the requirements of the lactation space. Restrooms are prohibited from being used for lactation purposes.

Employees who need a lactation accommodation should submit a request for possible accommodation to the Employee's Supervisor. Upon receiving an accommodation request, the School will respond to the employee within five (5) business days. The School and the employee shall engage in an interactive process to determine the appropriate accommodations.

California law expressly prohibits discrimination or retaliation against lactating employees for exercising their rights granted by the ordinance. This includes those who request time to express breast milk at work and/or who lodge a complaint related to the right to lactation accommodations.

Employees have the right to file a complaint with the Labor Commissioner for any violation of the rights underlying this policy. IQ Academy of California will not permit or condone any acts of retaliation against anyone who requests a lactation in the workplace accommodation.

You should notify your immediate supervisor if you are requesting time to express breast milk under this policy. Employees can consult their Human Resource Department with questions regarding this policy.

5.11 Jury Duty

IQ Academy California realizes that it is the obligation of all U.S. citizens to serve on a jury when summoned to do so. All employees will be allowed time off to perform such civic service as required by law. Employees are expected, however, to provide proper notice of a request to perform jury duty and verification of their service to their supervisor.

Employees also are expected to keep management informed of the expected length of jury duty service and to report to work for the major portion of the day if excused by the court. Teachers should request to postpone to noncontracted workdays if possible.

Employees on jury duty leave receive up to 5 days of pay, per state law. For service lasting longer than 5 days, employees may use accrued sick time. Exempt employees will be paid their full salary for any week in which time is missed due to jury duty if work is performed for the School during such week.

5.12 Employee Assistance Program

We care about our employees’ health and well-being and recognize that employees may be faced with personal challenges. The Employee Assistance Program (EAP) provides confidential support, counseling, as well as customized resources and referrals to help employees and their immediate families with work-life services, health information lines, and legal and financial services referrals. All contact between an employee and the EAP is confidential and designed to safeguard the participant’s privacy rights.

Information on EAP can be found under Myself> Benefits > EAP on the ADP homepage or with this link: Home - LifeCare. For immediate assistance please call (866) 574 - 7256.

5.13 Retirement Plan

As part of our commitment to our employees and their well-being, all full-time eligible employees participate in the State Teachers Retirement System (STRS) or the Public Employees Retirement System (PERS), whichever applies. Employees will receive pertinent materials upon beginning employment with the School.

An optional 403b retirement program is also available. Please contact hr@caliva.org.

5.14 Employment Verification

Requests for employment verifications, for current or former employees, should be directed to HR@caliva.org.

Section 6 - Leaves of Absence

6.1 Reasonable Accommodations & Interactive Dialogue

IQ Academy California is committed to complying with applicable federal, state, and local laws governing reasonable accommodations of individuals, including, but not limited to, the Americans with Disabilities Act (ADA) and the Pregnant Workers Fairness Act (PWFA). To that end, IQ Academy California will endeavor to make a reasonable accommodation to applicants and employees who have requested an accommodation or for whom IQ Academy California has notice may require such an accommodation, related to an individual's:

- Disability, meaning any physical, medical, mental, or psychological impairment, or a history or record of such impairment;
- Sincerely held religious beliefs and practices;
- Needs as a victim of domestic violence, sex offenses, or stalking;
- Needs related to pregnancy, childbirth, or related medical conditions; and/or
- Any other reason required by applicable law, unless the accommodation would impose an undue hardship on the operation of our business.

Reasonable accommodations can take many forms. For example, reasonable accommodations for pregnancy, childbirth, or related medical conditions include but are not limited to things such as the ability to carry or keep water near and drink, as needed; allowing the employee additional restroom breaks; allowing the employee whose work requires standing to sit and whose work requires sitting to stand; allowing the employee breaks, as needed, to eat and drink; accommodations related to lactation; time off to recover from childbirth; modification of equipment; appropriate seating; temporary transfer to a different position that the employee is able to perform; restructuring job duties; light duty; or a modified work schedule. IQ Academy California will work with the employee to determine what accommodation is appropriate for the employee, given the employee's unique circumstances, that does not impose an undue hardship on IQ Academy California.

Any employee who would like to request an accommodation based on any of the reasons set forth above should contact Human Resources. Accommodation requests can be made in writing using a form which can be obtained from Human Resources. If the employee who has requested an accommodation has not received an initial response within five (5) business days, they should contact Human Resources Director.

Unless otherwise required by law, IQ Academy California may request that the employee provide supporting documentation. Cooperating with IQ Academy California by returning requested information in a timely fashion is required.

After receiving a request for an accommodation or learning indirectly that the employee may require such an accommodation, IQ Academy California will engage in an interactive dialogue with the employee.

Even if employee has not formally requested an accommodation, IQ Academy California may initiate an interactive dialogue under certain circumstances, such as when IQ Academy California has knowledge that employee's performance at work has been negatively affected and a reasonable basis to believe that the issue is related to any of the protected classifications set forth above, in compliance with applicable law. In the event IQ Academy California initiates an interactive dialogue, it should not be construed as IQ Academy California's belief the employee requires an accommodation, but will serve as an invitation for the employee to share with IQ Academy California any information the employee desires to share, or to request an accommodation.

The interactive dialogue may take place in person, by telephone, or by electronic means. As part of the interactive dialogue, IQ Academy California will communicate openly and in good faith with the employee in a timely manner in order to determine whether and how IQ Academy California may be able to provide a reasonable accommodation. To the extent necessary and appropriate based on the request, IQ Academy California will attempt to explore the existence and feasibility of alternative accommodations as well as alternative positions for the employee. IQ Academy California is not required to provide the specific accommodation sought by the employee, provided the alternatives are reasonable and either meet the specific needs of the employee or specifically address the employee's limitations.

IQ Academy California will endeavor to keep confidential all communications regarding requests for reasonable accommodations and all circumstances surrounding the employee's underlying reason for needing an accommodation.

IQ Academy California will not allow any form of retaliation against employees who have requested an accommodation, for whom IQ Academy California has notice may require such an accommodation, or who otherwise engage in the interactive dialogue process.

Employees with questions regarding this policy should contact Human Resources.

6.2 Family and Medical Leave

The Leave Policy

Employees may be entitled to a job-protected leave of absence under the Family and Medical Leave Act (FMLA). The U.S. Department of Labor’s Wage and Hour Division (WHD) enforces the FMLA. This policy provides employees information concerning FMLA entitlements and obligations employees may have during such leaves. If employees have any questions concerning FMLA leave, they should contact the Head of Human Resources.

I. Eligibility

FMLA leave is available to "eligible employees." To be an "eligible employee," the employee must:

1. Have been employed by IQ Academy California for at least 12 months (which need not be consecutive);
2. Have been employed by the School for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave; and
3. Be employed at a worksite where 50 or more employees are located within 75 miles of the worksite.

Special hours of service eligibility requirements apply to airline flight crew employees.

II. Entitlements

As described below, the FMLA provides eligible employees with a right to leave, health insurance benefits and, with some limited exceptions, job restoration.

A. Basic FMLA Leave Entitlement

The FMLA provides eligible employees up to 12 workweeks of unpaid leave for certain family and medical reasons during a 12-month period. The 12-month period is determined based on a rolling 12-month period measured backward from the date the employee uses their family and medical leave. Leave may be taken for any one (1), or for a combination, of the following reasons:

- The birth, adoption, or foster care placement of a child with the employee and to care for the employee's child after birth or placement for adoption or foster care;
- To care for the employee's spouse, child, or parent (but not in-law) who has a serious health condition;
- For the employee's own serious health condition (including any period of incapacity due to pregnancy, prenatal medical care or childbirth) that makes the employee unable to perform one (1) or more of the essential functions of the employee's job; and/or
- Because of any qualifying exigency arising out of the fact that the employee's spouse, child, or parent is a military member on covered active duty or called to covered active duty status (or has been notified of an impending call or order to covered active duty) in the Reserves component of the Armed Forces for deployment to a foreign country in support of contingency operation or Regular Armed Forces for deployment to a foreign country.

A "serious health condition" is an illness, injury, impairment or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents employees from performing the functions of their job, or prevents the qualified family member from participating in school or other daily activities. Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three (3) consecutive calendar days combined with at least two (2) visits to a health care provider or one (1) visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

"Qualifying exigencies" may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, caring for the parents of the military member on covered active duty and attending post-deployment reintegration briefings.

B. Additional Military Family Leave Entitlement (Injured Servicemember Leave)

In addition to the basic FMLA leave entitlement discussed above, an eligible employee who is the spouse, child, parent, or next of kin of a covered servicemember is entitled to take up to 26 weeks of leave during a single 12-month period to care for the servicemember with a serious injury or illness. Leave to care for a servicemember shall only be available during a single-12 month period and, when combined with other FMLA-qualifying leave, may not exceed 26 weeks during the single 12-month period. The single 12-month period begins on the first day an eligible employee takes leave to care for the injured servicemember.

A "covered servicemember" is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status or is on the temporary retired list, for a serious injury or illness. These individuals are referred to in this policy as "current members of the Armed Forces." "Covered servicemembers" also include a veteran who is discharged or released from military services under condition other than dishonorable at any time during the five (5) years preceding the date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness. These individuals are referred to in this policy as "covered veterans."

The FMLA definitions of a "serious injury or illness" for current Armed Forces members and covered veterans are distinct from the FMLA definition of "serious health condition" applicable to FMLA leave to care for a covered family member.

C. Intermittent Leave and Reduced Leave Schedules

FMLA leave may be taken for a period of consecutive days, weeks, or months. Additionally, employees also are entitled to take FMLA leave intermittently or on a reduced leave schedule when medically necessary due to a serious health condition of the employee or covered family member or the serious injury or illness of a covered servicemember. Qualifying exigency leave also may be taken on an intermittent basis.

D. No Work While on Leave

The taking of another job while on FMLA leave or any other authorized leave of absence is grounds for immediate discharge, to the extent permitted by law.

E. Protection of Group Health Insurance Benefits

During FMLA leave, eligible employees are entitled to receive group health plan coverage on the same terms and conditions as if they had continued to work.

F. Restoration of Employment and Benefits

At the end of FMLA leave, subject to some exceptions including situations where job restoration of "key employees" will cause the School substantial and grievous economic injury, employees generally have a right to return to the same or equivalent positions with equivalent pay, benefits and other employment terms. The School will notify employees if they qualify as "key employees," if it intends to deny reinstatement, and of their rights in such instances. Use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of an eligible employee's FMLA leave.

G. Notice of Eligibility for, and Designation of, FMLA Leave

Employees requesting FMLA leave are entitled to receive written notice from the School telling them whether they are eligible for FMLA leave and, if not eligible, the reasons why they are not eligible. When eligible for FMLA leave, employees are entitled to receive written notice of:

1. Their rights and responsibilities in connection with such leave;
2. The School's designation of leave as FMLA-qualifying or non-qualifying, and if not FMLA-qualifying, the reasons why; and
3. The amount of leave, if known, that will be counted against the employee's leave entitlement.

The School may retroactively designate leave as FMLA leave with appropriate written notice to employees provided the School's failure to designate leave as FMLA-qualifying at an earlier date did not cause harm or injury to the employee. In all cases where leaves qualify for FMLA protection, the School and employee can mutually agree that leave be retroactively designated as FMLA leave.

III. Employee FMLA Leave Obligations

A. Provide Notice of the Need for Leave

Employees who take FMLA leave must timely notify the School of their need for FMLA leave. The following describes the content and timing of such employee notices.

1. Content of Employee Notice

To trigger FMLA leave protections, employees must inform the Human Resources Administrator of the need for FMLA-qualifying leave and the anticipated timing and duration of the leave, if known. Employees may do this by either requesting FMLA leave specifically, or explaining the reasons for leave so as to allow the School to determine that the leave is FMLA-qualifying. For example, employees might explain that:

- A medical condition renders them unable to perform the functions of their job;
- They are pregnant or have been hospitalized overnight;
- They or a covered family member are under the continuing care of a health care provider;
- The leave is due to a qualifying exigency caused by a military member being on covered active-duty or called to covered active duty status to a foreign country; or

- If the leave is for a family member, that the condition renders the family member unable to perform daily activities or that the family member is a covered servicemember with a serious injury or illness.

Calling in "sick," without providing the reasons for the needed leave, will not be considered sufficient notice for FMLA leave under this policy. Employees must respond to the School's questions to determine if absences are potentially FMLA-qualifying. Employees do not have to share a medical diagnosis.

If employees fail to explain the reasons for FMLA leave, the leave may be denied. When employees seek leave due to FMLA-qualifying reasons for which the School has previously provided FMLA-protected leave, they must specifically reference the qualifying reason for the leave or the need for FMLA leave.

2. Timing of Employee Notice

Employees must provide 30 days' advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days' notice is not possible, or the approximate timing of the need for leave is not foreseeable, employees must provide the School notice of the need for leave as soon as practicable under the facts and circumstances of the particular case. Employees who fail to give 30 days' notice for foreseeable leave without a reasonable excuse for the delay, or otherwise fail to satisfy FMLA notice obligations, may have FMLA leave delayed or denied.

B. Cooperate in the Scheduling of Planned Medical Treatment (Including Accepting Transfers to Alternative Positions) and Intermittent Leave or Reduced Leave Schedules

When planning medical treatment, employees must consult with the School and make a reasonable effort to schedule treatment so as not to unduly disrupt the School's operations, subject to the approval of the employee's health care provider. Employees must consult with the School prior to the scheduling of treatment to work out a treatment schedule that best suits the needs of both the School and the employees, subject to the approval of the employee's health care provider. If employees providing notice of the need to take FMLA leave on an intermittent basis for planned medical treatment neglect to fulfill this obligation, the School may require employees to attempt to make such arrangements, subject to the approval of the employee's health care provider.

When employees take intermittent or reduced work schedule leave for foreseeable planned medical treatment for the employee or a family member, including during a period of recovery from a serious health condition or to care for a covered servicemember, the School may temporarily transfer employees, during the period that the intermittent or reduced leave schedules are required, to alternative positions with equivalent pay and benefits for which the employees are qualified and which better accommodate recurring periods of leave.

When employees seek intermittent leave or a reduced leave schedule for reasons unrelated to the planning of medical treatment, upon request, employees must advise the School of the reason why such leave is medically necessary. In such instances, the School and employee shall attempt to work out a leave schedule that meets the employee's needs without unduly disrupting the School's operations, subject to the approval of the employee's health care provider.

C. Submit Medical Certifications Supporting Need for FMLA Leave (Unrelated to Requests for Military Family Leave)

Depending on the nature of FMLA leave sought, employees may be required to submit medical certifications supporting their need for FMLA-qualifying leave. As described below, there generally are three (3) types of FMLA medical certifications: an initial certification, a recertification, and a return-to-work/fitness-for-duty certification.

It is the employee's responsibility to provide the School with timely, complete and sufficient medical certifications. Whenever the School requests employees to provide FMLA medical certifications, employees must provide the requested certifications within 15 calendar days after the School's request, unless it is not practicable to do so despite the employee's diligent, good faith efforts. The School will inform employees if submitted medical certifications are incomplete or insufficient and provide employees at least seven (7) calendar days to cure deficiencies. The School will deny FMLA leave to employees who fail to timely cure deficiencies or otherwise fail to timely submit requested medical certifications.

With the employee's permission, the School (through individuals other than the employee's direct supervisor) may contact the employee's health care provider to authenticate or clarify completed and sufficient medical certifications. If employees choose not to provide the School with authorization allowing it to clarify or authenticate certifications with health care providers, the School may deny FMLA leave if certifications are unclear.

Whenever the School deems it appropriate to do so, it may waive its right to receive timely, complete and/or sufficient FMLA medical certifications.

1. Initial Medical Certifications

Employees requesting leave because of their own, or a covered relation's, serious health condition, or to care for a covered servicemember, must supply medical certification supporting the need for such leave from their health care provider or, if applicable, the health care provider of their covered family or service member. If employees provide at least 30 days' notice of medical leave, they should submit the medical certification before leave begins. A new initial medical certification will be required on an annual basis for serious medical conditions lasting beyond a single leave year.

If the School has reason to doubt initial medical certifications, it may require employees to obtain a second opinion at the School's expense. If the opinions of the initial and second health care providers differ, the School may, at its expense, require employees to obtain a third, final and binding certification from a health care provider designated or approved jointly by the School and the employee.

2. Medical Recertifications

Depending on the circumstances and duration of FMLA leave, the School may require employees to provide recertification of medical conditions giving rise to the need for leave. The School will notify

employees if recertification is required and will give employees at least 15 calendar days to provide medical recertification.

3. Return-to-Work/Fitness-for-Duty Medical Certifications

Unless notified that providing such certifications is not necessary, employees returning to work from FMLA leaves that were taken because of their own serious health conditions that made them unable to perform their jobs must provide the School with medical certification confirming they are able to return to work and the employees' ability to perform the essential functions of the employees' position, with or without reasonable accommodation. The School may delay and/or deny job restoration until employees provide return to work/fitness for duty certifications.

D. Submit Certifications Supporting Need for Military Family Leave

Upon request, the first time employees seek leave due to qualifying exigencies arising out of the covered active-duty or call-to-covered active-duty status of a military member, the School may require employees to provide:

1. A copy of the military member's active-duty orders or other documentation issued by the military indicating the military member is on covered active duty or call to covered active duty status and the dates of the military member's covered active duty service; and
2. A certification from the employee setting forth information concerning the nature of the qualifying exigency for which leave is requested. Employees shall provide a copy of new active duty orders or other documentation issued by the military for leaves arising out of qualifying exigencies arising out of a different covered active duty or call to covered active-duty status of the same or a different military member.

When leave is taken to care for a covered servicemember with a serious injury or illness, the School may require employees to obtain certifications completed by an authorized health care provider of the covered servicemember. In addition, and in accordance with the FMLA regulations, the School may request that the certification submitted by employees set forth additional information provided by the employee and/or the covered servicemember confirming entitlement to such leave.

E. Substitute Paid Leave for Unpaid FMLA Leave

Employees may, to the maximum extent permitted by applicable law, use any accrued paid time while taking unpaid FMLA leave.

The substitution of paid time for unpaid FMLA leave time does not extend the length of FMLA leave and the paid time will run concurrently with the employee's FMLA entitlement.

Leaves of absence taken in connection with a disability leave plan, or workers' compensation injury/illness, or other monetary benefits shall run concurrently with any FMLA leave entitlement.

F. Pay Employee's Share of Health Insurance Premiums

During FMLA leave, employees are entitled to continued group health plan coverage under the same conditions as if they had continued to work. Unless the School notifies employees of other arrangements, whenever employees are receiving pay from the School during FMLA leave, the School will deduct the employee portion of the group health plan premium from the employee's paycheck in the same manner as if the employee was actively working.

If FMLA leave is unpaid, employees must pay their portion of the group health premium through Employees will pay upon return from leave with a payroll deduction.

School's obligation to maintain health care coverage ceases if the employee's premium payment is more than 30 days late. If the employee's payment is more than 15 days late, School will send a letter notifying the employees that coverage will be dropped on a specified date unless the co-payment is received before that date. If employees do not return to work within 30 calendar days at the end of the leave period (unless employees cannot return to work because of a serious health condition or other circumstances beyond their control), they will be required to reimburse School for the cost of the premiums School paid for maintaining coverage during their unpaid FMLA leave.

IV. Exemption for Highly Compensated Employees

School may choose not to return highly compensated employees (highest paid 10% of employees at a worksite or within 75 miles of that worksite) to their former or equivalent positions following a leave if restoration of employment will cause substantial economic injury to School. (This fact-specific determination will be made by School on a case-by-case basis.) School will notify employees if they qualify as a "highly compensated", if School intends to deny reinstatement, and of the employee's rights in such instances.

V. Questions and/or Complaints about FMLA Leave

If you have questions regarding this FMLA policy, please contact the Head of Human Resources. The School is committed to complying with the FMLA and, whenever necessary, shall interpret and apply this policy in a manner consistent with the FMLA.

The FMLA makes it unlawful for employers to: 1) interfere with, restrain, or deny the exercise of any right provided under FMLA; or 2) discharge, or discriminate, threaten, punish, or otherwise retaliate against any person for exercising their rights under the law including requesting FMLA leave, opposing any practice made unlawful by FMLA or for involvement in any investigation or proceeding under or relating to FMLA including cooperating with a WHD investigation. If employees believe their FMLA rights have been violated, they should contact the Head of Human Resources immediately. The School will investigate any FMLA complaints and take prompt and appropriate remedial action to address and/or remedy any FMLA violation. Employees also may file FMLA complaints with the WHD or may bring private lawsuits alleging FMLA violations.

VI. Coordination of FMLA Leave with Other Leave Policies

The FMLA does not affect any federal, state, or local law prohibiting discrimination, or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights. For additional information concerning leave entitlements and obligations that might arise when FMLA leave is either not available or exhausted, please consult the School's other leave policies in this handbook or contact the Head of Human Resources.

6.3 Military Leave

If employees are called into active military service or enlist in the uniformed services, they will be eligible to receive an unpaid military leave of absence. To be eligible for military leave, employees must provide management with advance notice of service obligations unless they are prevented from providing such notice by military necessity or it is otherwise impossible or unreasonable to provide such notice. Provided the absence does not exceed applicable statutory limitations, employees will retain reemployment rights and accrue seniority and benefits in accordance with applicable federal and state laws. Employees should ask management for further information about eligibility for Military Leave.

If employees are required to attend yearly Reserves or National Guard duty, they can apply for an unpaid temporary military leave of absence not to exceed the number of days allowed by law (including travel). They should give management as much advance notice of their need for military leave as possible so that IQ Academy California can maintain proper coverage while employees are away.

The employee may use any accrued but unused vacation time or paid time off. Exempt employees who perform any work in a week in which they also have military duty will be paid their full salary minus an offset for the military pay for the week.

6.4 Personal Leave

If employees are ineligible for any other School leave of absence, IQ Academy California, under certain circumstances, may grant a personal leave of absence without pay. A written request for a personal leave should be presented to management at least two (2) weeks before the anticipated start of the leave. If the leave is requested for medical reasons and employees are not eligible for leave under the federal Family and Medical Leave Act (FMLA) or any state leave law, medical certification also must be submitted. The request will be considered on the basis of staffing requirements and the reasons for the requested leave, as well as performance and attendance records. Normally, a leave of absence will be granted for a period of up to eight (8) weeks. However, personal leave may be extended if, prior to the end of leave, employees submit a written request for an extension to management and the request is granted. During the leave, employees will not earn vacation, personal days, or sick days. Health insurance coverage is subject to the terms of the plan documents.

When the employee anticipates returning to work, he or she should notify management of the expected return date. This notification should be made at least one week before the end of the leave.

Upon completion of the personal leave of absence, School will attempt to return employees to their original job or a similar position, subject to prevailing business considerations. Reinstatement, however, is not guaranteed.

Failure to advise management of availability to return to work, failure to return to work when notified or a continued absence from work beyond the time approved by School will be considered a voluntary resignation of employment.

Personal leave runs concurrently with any School-provided Short-Term Disability Leave of Absence.

6.5 Medical Leave and Family Care (Mlfc)

Qualifying Reasons

The Company provides leaves of absence without pay to eligible employees for any of the following reasons:

1. The birth of a child and to bond with the newborn child within one year of birth;
2. The placement with the employee of a child for adoption or foster care and to care for the newly placed child within one year of placement;
3. To care for the employee’s spouse, son, daughter, or parent ("covered family member") who has a serious health condition;
4. Your own serious health condition which renders you unable to perform the functions of the position; or,
5. Any qualifying exigency (as defined under the Federal Family Medical Leave Act) arising out of the fact that an employee's spouse, son, daughter, or parent is a military member on covered active duty or called to covered active-duty status (or has been notified of an impending call or order to covered active duty) in the Reserves component of the Armed Forces in support of contingency operations or Regular Armed Forces for deployment to a foreign country. This leave also is available for family members of active-duty service members.

In the event that state or federal law provides for greater rights than provided by this policy, it is the Company’s policy to govern its actions in accordance with those laws. For example, state law may extend MLFC leave entitlements to civil union and domestic partners.

Qualifying exigencies may include, but are not limited to, attending certain events that arise out the military member’s covered active duty status provided that the employer and employee agree that such leave shall qualify as an exigency, and agree to both the timing and duration of the leave; certain childcare and school activities; addressing certain financial and legal arrangements; attending certain counseling sessions; caring for the parents of the military member on covered active duty who is

incapable of self-care and attending certain post-deployment activities. The qualifying exigencies listed in this paragraph are defined in 29 § CFR 825.126.

Amount of Leave Available

Eligible employees that qualify for leave are normally granted leave up to a maximum of 12 weeks within a 12-month rolling period measured backward from the date of any leave usage.

Where permitted by law, MLFC leave exhausts while using leave under federal, state or local family and medical leave laws. Unless otherwise provided by law, for purposes of this policy, leave usage includes leave provided pursuant to this policy or leave previously granted under state or federal leave laws.

MLFC leave must be used in one-week increments. Employees are required to exhaust any accrued paid leave time while taking unpaid leave.

If the initial period of approved absence proves insufficient, consideration will be given to a request for an extension as required by law. Extensions will be considered under ADA. However, benefits will only be provided for the initial maximum of 12 weeks after which time the employee may apply for benefits continuation under COBRA.

Additional Military Family Leave Entitlement (Military Caregiver Leave)

In addition to the basic MLFC leave entitlement discussed above, an eligible employee who is the spouse, son, daughter, parent or next of kin of a covered servicemember is entitled to take up to 26 weeks of leave during a single 12-month period to care for the servicemember with a serious injury or illness. Leave to care for a servicemember shall only be available during a single-12-month period and, when combined with other MLFC-qualifying leave, may not exceed 26 weeks during the single 12-month period. The single 12-month period begins on the first day an eligible employee takes leave to care for the injured servicemember.

A "covered servicemember" is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is in outpatient status (as defined in 29 C.F.R. § 825.127) or is on the temporary retired list for a serious injury or illness. These individuals are referred to in this policy as “current members of the Armed Forces.”

Covered servicemembers also include a veteran who is discharged or released from military services, except for a dishonorable discharge, at any time during the five years preceding the date the eligible employee takes MLFC leave to care for the covered veteran, and who is undergoing medical treatment, recuperation, or therapy, or is in outpatient status for a serious injury or illness. These individuals are referred to in this policy as “covered veterans.”

This policy adopts the definition of a “serious injury or illness” set forth in 29 C.F.R. § 825.127. This definition is distinct from the definition of “serious health condition” applicable to MLFC leave to care for a covered family member (discussed above).

How to Request Leave

Employees may request leave only after having been employed for one year. Eligible employees should make requests for leave to their supervisors at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events.

Certification Requirements

Employees may be required to provide written documentation from their health care provider supporting the need for leave including a detailed explanation of the medical reason, why the employee requires a leave of absence, any accommodations that might enable the employee to return to work, and the health care provider's opinion (supported by medical reasoning) as to the likely date the employee will return to work, if known.

In the case of leave to care for a covered family member, employees may be required to provide documentation substantiating the need for leave. This would include, for example, a statement from the family member's healthcare provider indicating that the family member is unable to care for his or her own basic medical, hygienic, nutritional needs or safety.

Upon request, the first time employees seek leave due to qualifying exigencies arising out of the active duty or call to active duty status of a covered military member, the Company may require employees to provide: 1) a copy of the covered military member's active duty orders or other documentation issued by the military indicating the covered military member is on active duty or call to active duty status and the dates of the covered military member's active duty service; and 2) a certification from the employee setting forth information concerning the nature of the qualifying exigency for which leave is requested. Employees shall provide a copy of new active-duty orders or other documentation issued by the military for leaves arising out of qualifying exigencies arising out of a different active duty or call to active-duty status of the same or a different covered military member.

When leave is taken to care for a covered servicemember with a serious injury or illness, the Company may require employees to obtain certifications completed by an authorized health care provider of the covered servicemember. In addition, the Company may request that the certification submitted by employees set forth additional information provided by the employee and/or the covered servicemember confirming entitlement to such leave. Any changes in this information should be promptly reported to Company.

Continuation of Health Insurance Benefits While on Leave

Health insurance benefits will be provided by Company for a maximum of 12 weeks (or 26 weeks for injured servicemember leave) under the same terms that would have applied had the employee not taken leave. Employees remain responsible for payment of the employee contribution while on leave. Payment must be received by the **[date]** of each month. Failure to make timely payments may result in a termination of health insurance benefits.

Employees who exceed the 12 (or 26 for injured servicemember leave) week maximum period of leave will become responsible for the full costs of these benefits and may apply for benefits continuation under

COBRA. When the employee returns from leave, benefits will again be reinstated on the first of the month following the employee's return to work.

Returning from Leave / Job Restoration

An employee on leave is requested to provide the Company with at least two weeks advance notice of the date the employee intends to return to work so that an employee's return to work can be properly scheduled.

Employees returning from leave for the employee's own serious health condition may be required to submit a health care provider's verification of their fitness to return to work.

Job restoration is not guaranteed. However, when a leave ends, the Company will make reasonable efforts to reinstate the employee to the same position previously held by the employee if it is available. If it is not available, the Company will make reasonable efforts to reinstate the employee to an equivalent position for which the employee is qualified and if an equivalent position is not available, then to a lower-level position.

If an employee fails to return to work on the agreed upon return date, the Company may assume that the employee has resigned.

Contact Information

Any questions regarding this policy should be directed to the ADP TotalSource Leaves Administration Team at 844-448-0325 or by email Leaves@adp.com.

6.6 Civil Air Patrol Leave

IQ Academy of California provides up to 10 days per calendar year of unpaid leave time to eligible employees to serve as a member of the Civil Air Patrol on the request of the state or its political subdivisions. To be eligible, you must have completed 90 days of employment. You may choose to take accrued paid time off for the leave. You must give as much advance notice as possible and provide certification from the Civil Air Patrol authority in advance, unless you are called for emergency service.

6.7 Witness Leave

Employees called to serve as an expert witness in a judicial proceeding on behalf of the State will be granted leave with pay. Employees summoned to appear in court as an expert witness, but not on behalf of the State may use available vacation and personal time to cover the period of absence.

Employees subpoenaed for witness duty must notify their supervisor as soon as possible.

Section 7 - General Standards of Conduct

7.1 Sharepoint

Important notices and items of general interest are continually posted on IQ Academy of California SharePoint site. Employees should make it a practice to review frequently. This will assist employees in keeping up with what is current at IQ Academy of California.

Link to SharePoint: California Schools' Central Office

7.2 Professional Boundaries: Staff/Student Interaction Policy

IQ Academy of California recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a student from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a student to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;

6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff. Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Employees are expected to maintain professional, respectful, and age-appropriate communication with students at all times. Inappropriate language or communication toward, around, or with students is prohibited, including but not limited to cussing, profanity, the use of substitute or implied profane language, slang or coded words intended to replace profanity, and words or statements that are overly affectionate, overly familiar, or otherwise inappropriate for a professional school environment. This includes, but is not limited to, referring to students using terms of endearment such as "love," "my love," "baby," "babies," "babe," "sweetheart," "hun," or similar terms, as well as statements such as "I love you" or other expressions that blur professional boundaries. Employees are expected to exercise professional judgment and maintain appropriate boundaries in all verbal, written, and electronic communications with students.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent's point of view. The objective of the following list of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities.

Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, they must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

a. Giving gifts to an individual student that are of a personal and intimate nature.
b. Kissing of any kind.
c. Any type of unnecessary physical contact with a student in a private situation.
d. Intentionally being alone with a student away from school.
e. Making or participating in sexually inappropriate comments.
f. Sexual jokes.
g. Seeking emotional involvement with a student for your benefit.
h. Listening to or telling stories that are sexually oriented.
i. Discussing inappropriate personal problems or intimate issues with a student in an attempt to gain their support and understanding.
j. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
k. Inappropriate language and communication profanity, implied profanity, slang, terms of endearment or similar terms.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

a. Giving students a ride to/from school or school activities.
b. Being alone in a room with a student at school with the door closed.
c. Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their

supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

a. Remarks about the physical attributes or development of anyone.
b. Excessive attention towards a particular student.
c. Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

a. Getting parents' written consent for any after-school activity.
b. Obtaining formal approval to take students off school property for activities such as field trips or competitions.
c. Emails, texts, phone and instant messages to students must be very professional and relate to school activities or classes (Communication should be limited to school technology).
d. Keeping the door open when alone with a student.
e. Keeping reasonable space between you and your students.
f. Stopping and correcting students if they cross your own personal boundaries.
g. Keeping parents informed when a significant issue develops about a student.
h. Keeping after-class discussions with a student professional and brief.
i. Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
j. Involving your supervisor if conflict arises with the student.
k. Informing the Head of Schools about situations that have the potential to become more severe.
l. Making detailed notes about an incident that could evolve into a more serious situation later.
m. Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
n. Asking another staff member to be present if you will be alone with any type of special needs student.
o. Asking another staff member to be present when you must be alone with a student after regular school hours.
p. Giving students praise and recognition without touching them.
q. Pats on the back, high fives and handshakes are acceptable.
r. Keeping your professional conduct a high priority.
s. Asking yourself if your actions are worth your job and career.

Addressing Student Behavior Concerns:

When a student uses inappropriate language or displays disrespectful behavior, staff should follow these steps:

1. **Remain Composed**: Avoid reacting with anger, irritation, or sarcasm, which can escalate the situation.
2. **Immediate Verbal Correction**: Inform the student that their specific behavior is unacceptable (e.g., "That language is disrespectful" rather than "You are disrespectful").
3. **Redirect & Reinforce**: Briefly state the expected behavior and redirect the student to the current task.

4. **One-on-One Conversation**: If the behavior persists, request to speak with the student after class to explore the cause of the incident and discuss appropriate future behavior.
5. **Documentation**: Log the incident, detailing the specific language or actions used, the context, and any prior warnings given.

For severe or chronic concerns, the following measures may be implemented:

- **Removal from Class**: If a student's behavior is dangerously disruptive or continues after multiple warnings, they may be asked to leave the session or sent to a designated administrator.
- **Parental Involvement**: Teachers and parents/guardians should collaborate to address behavioral concerns
- **Administrative Review**: If initial interventions fail, the department chairperson or a vice principal will be involved to facilitate a resolution.
- **Behavior Intervention Plans (BIP)**: For recurring issues, a team of staff and parents may develop a formal BIP based on a Functional Behavioral Assessment (FBA) to address root causes.

Staff Rights and Professional Protection:

- **Safe Environment**: Staff have the right to an environment that promotes emotional and physical safety.
- **Reporting Threats**: Teachers retain the right to report physical threats or assaults to the police, as stated in the Classroom Discipline Guide.
- **Non-Retaliation**: The school prohibits any form of retaliation against staff who report abusive conduct or misconduct in good faith.

*Refer to your required school training for student safety and behavior response protocols.

7.3 Prevention of Sexual Misconduct and Abuse

Information

The education code requires that schools post their staff/student interaction and professional boundaries policies on the school's website as well as distribute the policy to students and staff each year.

Policy Statement

IQ Academy of California is committed to providing students with a safe and supportive learning environment and protecting its students from sexual misconduct and abuse. The responsibility to protect students from sexual misconduct and abuse is shared by the Board, administrators, teachers, other employees, volunteers, parents, state agencies, and law enforcement.

Sexual misconduct or abuse in any form and as defined in this policy, is expressly prohibited. While the School recognizes the importance of safe and appropriate communication and interaction between students and adults in student achievement, successful learning, and instruction, clear and reasonable boundaries for educator-student relationships are necessary to protect students from sexual misconduct and abuse and to protect adults from misunderstandings and false accusations. This policy outlines safe and appropriate boundaries for stakeholder interactions with students and strictly prohibits inappropriate or questionable conduct toward students by any stakeholders, including employees.

This policy applies to all stakeholders, including administrators, employees, volunteers, and vendors providing instructional services to students. In this policy, these individuals will be referred to as "adults." This policy must be reviewed and applied in conjunction with the School's mandated reporting policy and Professional Boundaries Policy.

Sexual Misconduct and Abuse Prohibited

Adults are prohibited from engaging in sexual misconduct and abuse of students, which includes unnecessary or intimate physical touching; dating; making sexual advances; seeking romantic or sexual relationships; seeking an emotional bond for the benefit of the adult; giving personal gifts that are intimate in nature; intentionally being alone with a student away from school; telling/allowing inappropriate sexual jokes or stories; becoming overly interested or attached, or showing undue attention toward, a specific student or students; any behavior that could be described as "grooming" behavior; having conversations of an intimate or sexual nature not related to the adult's professional responsibilities; and sexual contact.

This is a non-exhaustive list. Adults must also generally avoid any other conduct toward a student that would cause a reasonable person to suspect inappropriate behavior. Although this policy gives specific, clear direction, it is each adult's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders.

In-Person Communication and Interaction

Personal contact between adults and students must be nonsexual, appropriate to the circumstances, and unambiguous in meaning. Adults should avoid the appearance of impropriety in their interactions with students. Behaviors that can create an appearance of impropriety include, but are not limited to:

- Conducting ongoing, private conversations with individual students that are unrelated to academics, school activities, or the well-being of students and that take place in locations inaccessible to others;
- Inviting a student or students for home visits;
- Visiting the homes of students for any reason other than professional duties;
- Inviting students for social contact off school grounds without the permission or knowledge of parents/guardians; and
- Transporting students in personal vehicles without the parents or supervisors

Adults, including employees and volunteers of the School, should respect boundaries consistent with their roles as educators, mentors, and caregivers. Violations of these boundaries include:

- Physical contact with a student that could be reasonably interpreted as constituting sexual harassment;
- Exposing students to sexualized content via pictures, videos, the internet, or social media;
- Unnecessarily invading a student's personal privacy or physical space;
- Singling out a particular student or group of students for personal attention and friendship beyond the bounds of an appropriate adult/student relationship;
- Conversation of a sexual nature with students not related to the adult's professional responsibilities or role; and
- A flirtatious, romantic, or sexual relationship with a student.

Electronic Communication

Digital technology and social networking provide multiple means for adults, educators and other employees to communicate appropriately with students and personalize learning. Such communication between adults and students must be transparent, accessible to supervisors and parents/guardians, nonsexual, appropriate to the circumstances, unambiguous in meaning, and professional in content and tone.

As with in-person communications, adults should avoid appearances of impropriety and refrain from inappropriate electronic communications with students. Factors to consider in determining whether electronic communication is inappropriate include, but are not limited to:

- The subject, content, purpose, authorization, timing, and frequency of the communication;
- Whether there was an attempt to conceal the communication from supervisors and/or parents/guardians;
- Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship; and
- Whether the communication was sexually explicit.

Adults must restrict one-on-one, electronic communications with individual students to accounts, systems, and platforms that are provided by and accessible to the School. If an adult does not have access to a Board-approved communication account, system, or platform and there is a time-sensitive or emergency School-related matter that must be communicated to students, the adult may use a personal communication account, system, or personal social media to communicate this information. The adult must note the date, time, and nature of the contact and make this information available to the School upon request as communications with the student on behalf of the School are the property of the School.

Parents/guardians are encouraged to have access to their student's social networking and digital communications and to supervise their student's use of these methods of communication.

Reporting of Violations

Adults are required to report any case of suspected sexual misconduct or abuse to their supervisor (or to the Principal for non-employees), who shall report such information to the Head of School. This requirement is in addition to the requirements for reporting cases of suspected child abuse or neglect under any mandatory reporting laws.

In addition, adults are required to report suspected violations of this policy regarding in-person and electronic communications with students to their supervisor (or to the Principal for non-employees), who shall report such information to the Head of School.

Adults should not attempt to confront the perpetrator or conduct their own investigation. Instead, the matter must be referred to the School and a child protective agency as stated herein. For the privacy of the student and to avoid circulating harmful or incorrect information, adults must not unnecessarily disseminate information about a pending incident.

Training

The Board will provide training for employees and volunteers on the prevention of misconduct and abuse, in addition to any required training under mandated reporting laws. Information about this policy will also be disseminated to employees, volunteers, students and parents and posted on the School's website.

Investigation and Consequences for Violations

All complaints of sexual abuse or misconduct shall be investigated by the School. Such investigations shall occur within 30 days of the report.

Violations of this policy may be considered egregious and gross misconduct and form the basis for immediate termination without regard to the principles of progressive discipline. Employees found to be in violation of this policy may be disciplined, up to and including termination from employment. Volunteers found to be in violation of this policy may be ineligible for continued/future volunteer services and may be removed from their volunteer role.

7.4 Outside Employment

If it is determined that an employee's outside work conflicts or interferes with performance, safety or the ability to meet the requirements of the School as they are modified from time to time, the employee may be asked to terminate outside employment if he desires to remain with the School.

Outside employment that constitutes a conflict of interest is prohibited. Full-time teachers are not permitted to have outside employment during school hours. Employees also may not receive any income or material gain from individuals outside the School for materials produced or services rendered while performing their jobs with the School.

7.5 Gifts and Favors

Employees should not solicit or accept a promise of future employment based on any gift, loan, gratuity, reward or anything else of monetary value that might appear to influence your judgment or create a conflict in the performance of your job.

You may accept occasional unsolicited courtesy gifts or favors (such as business lunches, tickets to sporting events or cultural events, holiday baskets, flowers, etc.) so long as the gifts or favors have a market value under $100, are customary in the industry, and do not influence or appear to influence your judgment or conduct. Contact your supervisor for guidance.

7.6 Ergonomics

The school complies with California Occupational Safety and Health Administration (Cal/OSHA) standards to reduce the risk of Repetitive Motion Injuries (RMIs). We are committed to fostering an ergonomically sound work environment, through appropriate resources, training and administrative guidance.

Responsibilities

The school will:

- Provide ergonomic guidance for offices, and home workspaces
- Offer training on RMI identification, prevention and safe work practices
- Evaluate reported ergonomic concerns in work environments
- Implement appropriate corrective actions, including equipment or workspace adjustments
- Maintain compliance with Cal/OSHA safety standards

Employees will:

- Maintain a safe and ergonomically appropriate dedicated workspace
- Follow school-provided ergonomic guidelines and training
- Report discomfort, pain, or ergonomic concerns promptly to supervisor
- Use school-provided equipment safely and as instructed
- Take movement or stretch breaks every 30–60 minutes when possible
- Maintain a comfortable, organized, and distraction-free environment

Reporting and Response

Employees must promptly report ergonomic hazards or symptoms to their supervisor or HR. The school will review concerns, conduct assessments as appropriate, and implement corrective measures, which may include training, equipment adjustments, or additional resources.

7.7 Email and Signature Blocks

Email Etiquette

- Use a clear, professional subject line
- Keep emails brief and concise
- Avoid all caps, exclamation points, and slang
- Do not overuse bold, underline, and italics
- Respond appropriately and timely (within 24 hours)
- Proofread every email you send
- Check your email multiple times a day
- Reply All - limit replies to those who need to know the information

If you don't have an answer to a question within 24 hours, then you'll want to respond within the appropriate window of time, indicating that you're looking into it and will get back with an answer.

It's important to present your email signature in a professional and unified manner, just as you would with your traditional printed business card. Employees will not include additional information, visuals (i.e., headshots, quotes, or memes), or custom fonts and colors in the signature block.

What to Include in Your Email Signature:

Logo, First and Last Name (bold), Position/Title, Company Address, Office Phone Number, E-mail address

Font: Calibri Size: 11 Color: Black

Chris Smith

3rd Grade Teacher

csmith@iqcala.com

888.997.4722

50 Moreland Road, Simi Valley, CA

iqacademyca.k12.com

7.8 Customer Service Expectations (Virtual and In-Person)

Our top priority is providing exceptional support to our students, families, and community every interaction defines their experience with us.

To support this commitment, all staff are expected to:

- Provide timely, courteous, and responsive service across all virtual and in-person platforms. This includes responding to emails, messages, and calls within established response time expectations.
- Establish and maintain positive relationships by demonstrating professionalism, empathy, and respect in all interactions with students, families, and candidates.
- Communicate clearly and professionally in all formats, including video conferencing, phone calls, email, chat, and learning platforms. Written communication should be clear, grammatically correct, and tone-appropriate.
- Demonstrate strong virtual presence and etiquette during live interactions. This includes being prepared, punctual, attentive, and maintaining a distraction-free environment.
- Actively listen and respond thoughtfully to questions, concerns, and feedback to ensure customers feel heard and supported.
- Address concerns and complaints promptly and professionally. Staff should remain calm, solution-oriented, and respectful at all times. If a concern cannot be resolved, it should be escalated to a supervisor in a timely manner.
- Protect confidentiality and student privacy by following all applicable policies and laws when handling sensitive information in virtual settings.

- Use school-approved platforms and tools for communication to ensure consistency, security, and professionalism.
- Be prepared to provide the same level of professionalism during any required in-person interactions, including meetings, professional development, testing support, events, or when working from a school site or office location.

All employees are expected to conduct themselves with professionalism and respect at all times.

7.9 Professional Communication

The School is committed to fostering a professional, inclusive, and safe work environment where every individual is treated with dignity and respect. We expect all staff members—including employees, contractors, and temporary staff—to communicate in a professional, courteous, and constructive manner. This policy applies to all physical workplaces, virtual settings, electronic communications, and off-site work events.

Core Expectations

To maintain a culture of excellence and collaboration, all staff members are expected to:

- **Communicate with Integrity:** Base all interactions on honesty, mutual respect, and common sense.
- **Practice Professionalism:** Maintain a constructive tone in all dialogues, including when providing or receiving feedback.
- **Promote Inclusion:** Use language that fosters a sense of belonging and avoids "us-versus-them" mentalities.
- **Uphold Accountability:** Recognize that every employee plays a vital role in sustaining a respectful environment through their personal conduct.

Unacceptable Conduct

Disrespectful behavior, whether intentional or unintentional, will not be tolerated. Examples of prohibited conduct include, but are not limited to:

- **Aggressive Communication:** Shouting, yelling, using a harsh tone, or employing profanity.
- **Dismissive Behavior:** Rolling eyes, ignoring colleagues, or utilizing the "silent treatment."

- **Undermining/Condescending Tone:** Talking down to others, making sarcastic or demeaning remarks, or publicly belittling a colleague's work.
- **Threatening Language:** Any communication intended to intimidate, provoke, or threaten retribution or financial harm.
- **Passive-Aggressive Actions:** Spreading rumors, engaging in gossip, or sabotaging a colleague's efforts.
- **Discrimination & Harassment:** Offensive comments regarding race, gender, religion, age, disability, sexual orientation, or any other protected characteristics.

7.10 Workplace Conduct

IQ Academy California endeavors to maintain a positive work environment. Each employee plays a role in fostering this environment. Accordingly, we all must abide by certain rules of conduct, based on honesty, common sense, and fair play.

Because everyone may not have the same idea about proper workplace conduct, it is helpful to adopt and enforce rules all can follow. Unacceptable conduct may subject the offender to disciplinary action, up to and including discharge, in the School's sole discretion. The following are examples of some, but not all, conduct which can be considered unacceptable:

1. Obtaining employment on the basis of false or misleading information.
2. Stealing, removing, or defacing IQ Academy California property or a co-worker's property, and/or disclosure of confidential information.
3. Completing another employee's time records.
4. Violation of safety rules and policies.
5. Violation of IQ Academy California's Drug and Alcohol-Free Workplace Policy.
6. Fighting, threatening, or disrupting the work of others or other violations of IQ Academy California's Workplace Violence Policy.
7. Failure to follow lawful instructions of a supervisor.
8. Failure to perform assigned job duties.
9. Violation of the Punctuality and Attendance Policy, including but not limited to irregular attendance, habitual lateness, or unexcused absences.
10. Gambling on School property.
11. Willful or careless destruction or damage to School assets or to the equipment or possessions of another employee.
12. Wasting work materials.
13. Performing work of a personal nature during working time.
14. Violation of the Solicitation and Distribution Policy.
15. Violation of IQ Academy California's Harassment or Equal Employment Opportunity Policies.
16. Violation of the Communication and Computer Systems Policy.
17. Unsatisfactory job performance.

18. Any other violation of IQ Academy California policy.

Obviously, not every type of misconduct can be listed. Note that all employees are employed at-will, and IQ Academy California reserves the right to impose whatever discipline it chooses, or none at all, in a particular instance. The School will deal with each situation individually and nothing in this handbook should be construed as a promise of specific treatment in a given situation. However, IQ Academy California will endeavor to utilize progressive discipline but reserves the right in its sole discretion to terminate the employee at any time for any reason.

The observance of these rules will help to ensure that our workplace remains a safe and desirable place to work.

7.11 Workplace Conduct: Disciplinary Action Guidelines

Where appropriate, supervisors will follow a process of progressive employee discipline. Before or during application of any discipline, employees may be given an opportunity to relate their version of the incident or problem and provide an explanation. Examples of progressive employee discipline may include:

- Verbal Counseling - A conversation with an employee explaining that the employee’s conduct or poor performance is unacceptable, and repeated or continued unacceptable conduct or performance will result in more severe disciplinary action. A record of the notice of the verbal counseling may be made and retained in the employee's personnel file.
- Written Counseling - A written document or memo that describes the unacceptable conduct or performance of the employee and specifies needed changes or improvements. A copy of the written counseling generally will be retained in the employee's personnel file.
- Termination - If an employee fails to follow acceptable conduct or performance standards, the company may terminate the employee’s employment.

Depending on the specific circumstances, the company may suspend or terminate an employee without prior discipline, or without following a particular order of discipline. The observance of these rules will help to ensure that our workplace remains a safe and desirable place to work.

7.12 Punctuality and Attendance

Employees are hired to perform important functions at IQ Academy California. As with any group effort, operating effectively takes cooperation and commitment from everyone. Therefore, attendance and punctuality are very important. Unnecessary absences and lateness are expensive and disruptive and place an unfair burden on fellow employees and supervisors. The School expects excellent attendance from all employees. Excessive absenteeism or tardiness will result in disciplinary action up to and including discharge.

The School does recognize, however, that there are times when absences and tardiness cannot be avoided. In such cases, employees are expected to notify supervisors as early as possible, but no later than the start of the workday. Asking another employee, friend, or relative to give this notice is improper and constitutes grounds for disciplinary action. Employees should call, stating the nature of the absence and its expected duration, every day of absenteeism.

If you are absent for three or more consecutive workdays due to personal illness, you may be required to provide a statement from your healthcare provider, unless state or local law provides otherwise, before you will be permitted to return to work. Unreported absences of three (3) consecutive work days will generally be considered a voluntary resignation of employment with the School.

7.13 Use of Communications and Computer Systems

To ensure the security of our network and the integrity of our data, all staff must use school-issued computers and tablets for every professional task. This includes all lesson planning, grading, and official communications. Using personal devices for school business is strictly prohibited to maintain compliance with privacy regulations and protect sensitive student information.

IQ Academy California's communication and computer systems are intended primarily for business purposes; however limited personal usage is permitted if it does not hinder performance of job duties or violate any other School policy. This includes the voice mail, e-mail and Internet systems. Users have no legitimate expectation of privacy in regard to their use of the IQ Academy California systems.

IQ Academy California may access the voice mail and e-mail systems and obtain the communications within the systems, including past voice mail and e-mail messages, without notice to users of the system, in the ordinary course of business when the School deems it appropriate to do so. The reasons for which the School may obtain such access include, but are not limited to: maintaining the system; preventing or investigating allegations of system abuse or misuse; assuring compliance with software copyright laws; complying with legal and regulatory requests for information; and ensuring that School operations continue appropriately during the employee's absence.

Further, IQ Academy California may review Internet usage to ensure that such use with School property, or communications sent via the Internet with School property, are appropriate. The reasons for which the School may review employees' use of the Internet with School property include, but are not limited to: maintaining the system; preventing or investigating allegations of system abuse or misuse; assuring compliance with software copyright laws; complying with legal and regulatory requests for information; and ensuring that School operations continue appropriately during the employee's absence.

The School may store electronic communications for a period of time after the communication is created. From time to time, copies of communications may be deleted.

The School's policies prohibiting harassment, in their entirety, apply to the use of School's communication and computer systems. No one may use any communication or computer system in a

manner that may be construed by others as harassing or offensive based on race, national origin, sex, sexual orientation, age, disability, religious beliefs or any other characteristic protected by federal, state or local law.

Further, since the School's communication and computer systems are intended for business use, all employees, upon request, must inform management of any private access codes or passwords.

IQ Academy of California intends to prevent computer viruses and unauthorized use of copyrighted materials belonging to entities other than the company. You should obtain prior approval before downloading any software. Users are not permitted to copy, transfer, rename, add or delete information or programs belonging to other users unless given express permission to do so by the owner. Failure to observe copyright or license agreements may result in disciplinary action from the company, up to and including immediate termination or legal action by the copyright owner.

No employee may access, or attempt to obtain access to, another employee's computer systems without appropriate authorization.

Violators of this policy may be subject to disciplinary action, up to and including discharge.

7.14 Use of Social Media

IQ Academy California respects the right of any employee to maintain a blog or web page or to participate in a social networking on or through websites or services such as X (formerly Twitter), Facebook, Threads, LinkedIn, YouTube, Instagram, TikTok, SnapChat, or similar sites/services (collectively "social media"). However, to protect School interests and ensure employees focus on their job duties, employees must adhere to the following rules:

Employees may not use social media during work time or at any time with School equipment or property.

All rules regarding confidential and proprietary business information apply in full to social media. Any information that cannot be disclosed through a conversation, a note, or an e-mail also cannot be disclosed through social media.

When using social media, if the employee mentions the School and also expresses either a political opinion or an opinion regarding the School's actions that could pose an actual or potential conflict of interest with the School, and it is either implicit or explicit that the poster is affiliated with the School, the poster must include a disclaimer. The poster should specifically state that the opinion expressed is a personal opinion and not the School's position. This is necessary to preserve the School's goodwill in the marketplace.

Employees may not use the School's logos or trademarks for commercial purposes or to endorse any product or service.

Any conduct that is impermissible under the law if expressed in any other form or forum is impermissible if expressed through social media. For example, posted material that is discriminatory,

obscene, defamatory, libelous, or violent is forbidden. School policies apply equally to employee social media usage.

Employees with any questions should review the guidelines above and/or consult with their manager. Failure to follow these guidelines may result in discipline, up to and including discharge.

7.15 Use of Social Media: Guidelines

All employees are expected to follow these guidelines when using social media:

- Maintain the confidentiality of trade secrets and private, proprietary or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how and technology. Do not post internal reports, policies, procedures or other internal business-related confidential communications.
- Do not make any reference to the clients, partners or customers without their express written consent.
- You are not authorized to represent the School in online communications unless assigned as part of your responsibilities or given express permission in writing by an officer.
- Do not post things such as, discriminatory remarks, harassment and threats of violence, bullying, retaliation or similar inappropriate or unlawful conduct. The school's Equal Employment and Anti-Harassment policies apply to all social media communication.
- Do not use School's email addresses to register on social networks, blogs or other online tools utilized for personal use. The school requires all employees who participate in such activities to comply with all school guidelines and policies, including, but not limited to the Anti-Harassment policy.

IQ Academy of California encourages all employees to keep in mind the speed and manner in which information posted on a blog, web page, and/or social networking site is received and often misunderstood by readers. Employees must use their best judgment. Employees with any questions should review the guidelines above and/or consult with their manager. Failure to follow these guidelines may result in discipline, up to and including discharge.

Nothing in this policy or in any other company guideline and/or policy is intended to prohibit any employee from receiving communication or engaging in activities that are protected by law. Examples include, but are not limited to, communications between employees related to wages, hours and other terms and conditions of employment.

7.16 Personal and Company-Provided Portable Communication Devices

IQ Academy California-provided portable communication devices (PCDs), including cell phones and personal digital assistants, should be used primarily for business purposes. Employees have no reasonable expectation of privacy in regard to the use of such devices, and all use is subject to

monitoring, to the maximum extent permitted by applicable law. This includes, as permitted, the right to monitor personal communications as necessary.

Some employees may be authorized to use their own PCD for business purposes. These employees should work with the IT department to configure their PCD for business use. Communications sent via a personal PCD also may be subject to monitoring if sent through the School's networks and the PCD must be provided for inspection and review upon request.

All conversations, text messages and e-mails must be professional. When sending a text message or using a PCD for business purposes, whether it is a School-provided or personal device, employees must comply with applicable School guidelines, including policies on sexual harassment, discrimination, conduct, confidentiality, equipment use and operation of vehicles. Using a School-issued PCD to send or receive personal text messages is prohibited at all times and personal use during working hours should be limited to emergency situations.

If employees who use a personal PCD for business resign or are discharged, they will be required to submit the device to the IT department for resetting on or before their last day of work. At that time, the IT department will reset and remove all information from the device, including but not limited to, School information and personal data (such as contacts, e-mails and photographs). The IT department will make efforts to provide employees with the personal data in another form (e.g., on a disk) to the extent practicable; however, the employee may lose some or all personal data saved on the device.

Employees may not use their personal PCD for business unless they agree to submit the device to the IT department on or before their last day of work for resetting and removal of School information. This is the only way currently possible to ensure that all School information is removed from the device at the time of termination. The removal of School information is crucial to ensure compliance with the School's confidentiality and proprietary information policies and objectives.

Please note that whether employees use their personal PCD or a School-issued device, the School's electronic communications policies, including but not limited to, proper use of communications and computer systems, remain in effect.

Portable Communication Device Use While Driving

Employees who drive on School business must abide by all state or local laws prohibiting or limiting PCD (cell phone or personal digital assistant) use while driving. Further, even if usage is permitted, employees may choose to refrain from using any PCD while driving. "Use" includes, but is not limited to, talking or listening to another person or sending an electronic or text message via the PCD.

Regardless of the circumstances, including slow or stopped traffic, if any use is permitted while driving, employees should proceed to a safe location off the road and safely stop the vehicle before placing or accepting a call. If acceptance of a call is absolutely necessary while driving, and permitted by law, employees must use a hands-free option and advise the caller that they are unable to speak at that time and will return the call shortly.

Under no circumstances should employees feel that they need to place themselves at risk to fulfill business needs.

Since this policy does not require any employee to use a cell phone while driving, employees who are charged with traffic violations resulting from the use of their PCDs while driving will be solely responsible for all liabilities that result from such actions.

Texting and e-mailing while driving is prohibited in all circumstances.

7.17 Inspections

To the maximum extent permitted by applicable law, IQ Academy California reserves the right to require employees while on School property, or on client property, to agree to the inspection of their persons, personal possessions and property, personal vehicles parked on School or client property, and work areas. This includes lockers, vehicles, desks, cabinets, work stations, packages, handbags, briefcases and other personal possessions or places of concealment, as well as personal mail sent to the School or to its clients. Employees are expected to cooperate in the conduct of any search or inspection.

7.18 Smoking

IQ would like to ensure a safe, healthy, and distraction-free learning environment for students while reinforcing faculty members as positive role models.

Prohibited Activities

During all scheduled work hours, live classes, and virtual meetings with students or parents, teachers are strictly prohibited from using or displaying:

- Cigarettes, cigars, and pipes
- Electronic nicotine delivery systems (ENDS), vape pens, and e-cigarettes (whether nicotine-free or containing THC)
- Smokeless tobacco, such as dip or chew

7.19 Weapons

IQ Academy of California strives to provide a safe and secure workplace for employees, clients, customers and visitors. The School has zero tolerance for, and forbids the possession of any type of weapon, firearm, explosive and/or ammunition while on company property or conducting company business. For purposes of this policy, company property includes, but is not limited to, all facilities,

company-provided vehicles and equipment that are either leased or owned by the company or a company client.

Possession of firearms or other weapons may be cause for discipline, including, but not limited to, immediate termination of employment. In enforcing this policy, IQ Academy of California reserves the right to request inspections of any employee and their personal effects while on company property, to the extent allowable under applicable law. Any employee who refuses to allow an inspection will be subject to the same disciplinary action as having been found in possession of firearms or other weapons.

In the event an employee lawfully possesses a firearm, the employee can store the firearm in the employee's personal vehicle while on company-provided parking areas; however, the firearm must be stored in the employee's locked vehicle, or locked to the vehicle, and hidden from plain view.

Employees share the responsibility of identifying violators of this policy. If you either witness or suspect another individual of violating this policy, you should immediately report this information to their onsite supervisor.

7.20 Personal Visits and Telephone Calls

Disruptions during work time can lead to errors and delays. Therefore, personal telephone calls must be kept to a minimum, and should only be made or received after working time, or during lunch or break time. No charged calls, other than company business calls, are to be made from company telephones. If it is absolutely necessary that you make a personal charged call from work, you must bill it to your personal credit card, home number or use your personal cell phone. Telephone records are subject to periodic review by management.

If you need to leave the worksite to conduct personal business, you must first obtain permission from your immediate supervisor. This will allow us to make modifications to the work schedule if necessary and will keep us aware of your availability during the day. Personal visits from friends and family members to the worksite are discouraged.

7.21 Solicitation and Distribution

To avoid distractions, solicitation by the employee of another employee is prohibited while either employee is on work time. "Work time" is defined as the time the employee is engaged, or should be engaged, in performing their work tasks for IQ Academy California. Solicitation of any kind by non-employees on School premises is prohibited at all times.

Distribution of advertising material, handbills, printed or written literature of any kind in working areas of School is prohibited at all times. Distribution of literature by non-employees on School premises is prohibited at all times.

7.22 Confidential Company Information

During the course of work, employees may become aware of confidential information about IQ Academy California's business, including but not limited to information regarding School finances, pricing, products, and new product development, software, and computer programs, marketing strategies, suppliers, and customers and potential customers. Employees also may become aware of similar confidential information belonging to the School's clients. It is extremely important that all such information remain confidential, and particularly not be disclosed to IQ Academy California's competitors. Any employee who improperly copies, removes (whether physically or electronically), uses, or discloses confidential information to anyone outside of the School may be subject to disciplinary action up to and including termination. Employees may be required to sign an agreement reiterating these obligations.

This policy seeks to protect the Company’s confidential business information. This policy does not intend to restrict any statutory right for employees to discuss their wages, hours, and other terms and conditions of employment for their mutual aid or protection.

7.23 Conflict of Interest and Business Ethics

It is IQ Academy California's policy that all employees avoid any conflict between their personal interests and those of the School. The purpose of this policy is to ensure that the School's honesty and integrity, and therefore its reputation, are not compromised. The fundamental principle guiding this policy is that no employee should have, or appear to have, personal interests or relationships that actually or potentially conflict with the best interests of the School.

It is not possible to give an exhaustive list of situations that might involve violations of this policy. However, the situations that would constitute a conflict in most cases include but are not limited to:

1. Holding an interest in or accepting free or discounted goods from any organization that does, or is seeking to do, business with the School, by any employee who is in a position to directly or indirectly influence either the School's decision to do business, or the terms upon which business would be done with such organization;
2. Holding any interest in an organization that competes with the School;
3. Being employed by (including as a consultant) or serving on the board of any organization which does, or is seeking to do, business with the School or which competes with the School; and/or
4. Profiting personally, e.g., through commissions, loans, expense reimbursements, or other payments, from any organization seeking to do business with the School.

A conflict of interest would also exist when a member of the employee's immediate family is involved in situations such as those above.

This policy is not intended to prohibit the acceptance of modest courtesies, openly given and accepted as part of the usual business amenities, for example, occasional business-related meals or promotional items of nominal or minor value.

It is the employee's responsibility to report any actual or potential conflict that may exist between the employee (and the employee's immediate family) and the School.

7.24 Use of Facilities, Equipment and Property, Including Intellectual Property

Equipment essential in accomplishing job duties is often expensive and may be difficult to replace. When using property, employees are expected to exercise care, perform required maintenance, and follow all operating instructions, safety standards and guidelines.

Employees should notify their supervisor if any equipment, machines, or tools appear to be damaged, defective or in need of repair. Prompt reporting of loss, damages, defects and the need for repairs could prevent deterioration of equipment and possible injury to employees or others. Supervisors can answer any questions about the employees' responsibility for maintenance and care of equipment used on the job.

Employees also are prohibited from any unauthorized use of the School's intellectual property, such as audio and video tapes, print materials and software.

Improper, careless, negligent, destructive, or unsafe use or operation of equipment can result in discipline, up to and including discharge.

Further, the School is not responsible for any damage to employees' personal belongings unless the employee's supervisor provided advance approval for the employee to bring the personal property to work.

When your employment ends, you are required to return all School property in clean and satisfactory condition. This includes but is not limited to all student records, curriculum, manuals and guides, documents, phones, computers, equipment, keys, and tools. We reserve the right to take any lawful action to recover and protect our property.

7.25 Health and Safety

The health and safety of employees and others on School property are of critical concern to IQ Academy California. The School intends to comply with all health and safety laws applicable to our business. To this end, the School must rely upon employees to ensure that work areas are kept safe and free of hazardous conditions. Employees are required to be conscientious about workplace safety, including proper operating methods, and recognize dangerous conditions or hazards. Any unsafe conditions or potential hazards should be reported to management immediately, even if the problem appears to be

corrected. Any suspicion of a concealed danger present on the School's premises, or in a product, facility, piece of equipment, process, or business practice for which the School is responsible should be brought to the attention of management immediately.

Periodically, the School may issue rules and guidelines governing workplace safety and health. The School may also issue rules and guidelines regarding the handling and disposal of hazardous substances and waste. All employees should familiarize themselves with these rules and guidelines as strict compliance will be expected.

Any workplace injury, accident, or illness must be reported to the employee's supervisor or Human Resources as soon as possible, regardless of the severity of the injury or accident.

7.26 Hiring Relatives/Employee Relationships

A familial relationship among employees can create an actual or at least a potential conflict of interest in the employment setting, especially where one relative supervises another relative. To avoid this problem, IQ Academy California may refuse to hire or place a relative in a position where the potential for favoritism or conflict exists.

In other cases, such as personal relationships where a conflict or the potential for conflict arises, even if there is no supervisory relationship involved, the parties may be separated by reassignment or discharged from employment, at the discretion of the School. Accordingly, all parties to any type of intimate personal relationship must inform management.

If two employees marry, become related, or enter into an intimate relationship, they may not remain in a reporting relationship or in positions where one individual may affect the compensation or other terms or conditions of employment of the other individual. The School generally will attempt to identify other available positions, but if no alternate position is available, the School retains the right to decide which employee will remain with the School.

For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

7.27 Employee Dress and Personal Appearance

In Person Event or Meeting:
Employees are role models for students, parents, and the community. In-person meetings—including staff meetings, parent-teacher conferences, IEP meetings, and professional development—represent a heightened level of professional engagement. Appearance should be professional, clean, and appropriate to the assigned duties.

General Guidelines

- Appearance: Clothing must be clean, neat, pressed, and in good repair (no holes, tears, or excessive stains).

- Safety & Hygiene: Good personal hygiene is required. Heavily scented lotions or perfumes should be avoided to protect against allergies.
- Undergarments: Undergarments must not be visible. Clothing must provide sufficient coverage when bending over or sitting.
- Discretion: The building principal or site administrator has the final authority to determine if an employee's attire is appropriate.

Acceptable Meeting Attire (Business Casual/Professional)

- Tops: Collared shirts (polo-type or button-down), blouses, sweaters, turtlenecks, or blazers.
- Bottoms: Dress slacks, khakis, trousers, or skirts/dresses of an appropriate length (generally at or just above the knee), jeans when appropriate or clearly stated.
- Footwear: Dress shoes, flats, loafers, or ankle boots.
- Accessories: Jewelry and hair accessories should be modest.

Unacceptable Attire

The following are considered inappropriate for in-person meetings unless a specific, approved exception is made:

- Jeans of any color (unless specifically authorized for "dress down" days).
- Athletic wear (sweatpants, sweatshirts, yoga pants/leggings).
- T-shirts (graphic or plain).
- Flip-flops, beach sandals, or worn tennis shoes.
- Revealing clothing: Tank tops, halter tops, spaghetti strap tops without a covering jacket, midriff-baring tops, or low-cut tops.
- Hats, caps, or head coverings worn indoors (exceptions made for religious or medical reasons).

In Office

Attire is business casual

- If you work in the office, you will receive a document outlining the dress code for the office. It is also posted throughout the office.
- Business attire may be required throughout the year. Staff will receive prior notice to dates in which business attire will be expected.

Virtual Staff

Employees should maintain a professional and appropriate appearance during all live instructional sessions, meetings with students or families, and recorded school events. Because instruction occurs in a virtual environment, attire expectations primarily apply to clothing visible on camera.

Acceptable Attire

Staff are encouraged to wear professional casual clothing that reflects a respectful learning environment. Examples include:

- Blouses, sweaters, polos, or collared shirts

- School or program-branded apparel
- Neat, casual tops or professional t-shirts
- Simple patterns or solid colors that display well on camera

Not Appropriate for Instructional Time

The following items should not be worn when on camera with students or families:

- Pajamas or sleepwear
- Clothing with offensive, inappropriate, or controversial graphics or language
- Tank tops, strapless tops, or excessively revealing clothing
- Clothing that appears unclean or excessively wrinkled

Off-Camera Work

During non-instructional work time when employees are not on camera, attire may be more casual. Staff should ensure they are able to appear on camera promptly in appropriate attire if needed.

Professional Presentation

Employees should also maintain a professional on-camera presence, including:

- Reasonable grooming and appearance
- An appropriate and distraction-free workspace background when possible

This is not an exhaustive list please reach out to your supervisor for questions and exceptions.

7.28 Publicity/Statements to the Media

All media inquiries seeking the School's official position as to any issue of the School must be referred to the Head of School or the Human Resources Director. Only the Head of School or the Human Resources Director is authorized to make or approve public statements on behalf of the School. No employees, unless specifically designated by the Head of School or the Human Resources Director, are authorized to make those statements on behalf of the School. Any employee wishing to write and/or publish an article, paper, or other publication on behalf of the School must first obtain approval from the Head of School or the Human Resources Director.

7.29 Operation of Vehicles

All employees authorized to drive School-owned or leased vehicles or personal vehicles in conducting School business must possess a current, valid driver's license and an acceptable driving record. Any change in license status or driving record must be reported to management immediately.

Employees must have a valid driver's license in their possession while operating a vehicle off or on School property. It is the responsibility of every employee to drive safely and obey all traffic, vehicle

safety, and parking laws or regulations. Drivers must demonstrate safe driving habits at all times.

Employees who use their own cars for school business shall be paid per mile allowance to cover the cost of gasoline, oil, depreciation, and insurance. Expenditures for parking and tolls may be claimed in addition to the mileage allowance. Claims for reimbursement must be approved by their Supervisor before they are submitted for payment.

Employees are expected to drive in a safe and responsible manner and to maintain a good driving record. Employees are expected to follow all state and local laws. In the event of an automobile accident, employees are expected to cooperate fully with the authorities. However, employees should make no voluntary statement other than in reply to questions from investigation officers. In the event of an automobile accident, employees are to take photos of the accident and forward them as soon as possible to Human Resources.

School-owned or leased vehicles may be used only as authorized by management.

Portable Communication Device Use While Driving

Employees who drive on School business must abide by all state or local laws prohibiting or limiting portable communication device (PCD) use, including cell phones or personal digital assistants, while driving. Further, even if use is permitted, employees may choose to refrain from using any PCD while driving. "Use" includes, but is not limited to, talking or listening to another person or sending an electronic or text message via the PCD.

Regardless of the circumstances, including slow or stopped traffic, if any use is permitted while driving, employees should proceed to a safe location off the road and safely stop the vehicle before placing or accepting a call. If acceptance of a call is absolutely necessary while the employees are driving, and permitted by law, they must use a hands-free option and advise the caller that they are unable to speak at that time and will return the call shortly.

Under no circumstances should employees feel that they need to place themselves at risk to fulfill business needs.

Since this policy does not require any employee to use a PCD while driving, employees who are charged with traffic violations resulting from the use of their PCDs while driving will be solely responsible for all liabilities that result from such actions.

Texting and e-mailing while driving is prohibited in all circumstances.

7.30 Business Expense Reimbursement

Employees will be reimbursed for reasonable approved expenses incurred in the course of business. These expenses must be approved by the employee's Supervisor, and may include air travel, hotels, motels, meals, cab fare, rental vehicles, or gas and car mileage for personal vehicles. All expenses incurred should be submitted to Head of School along with the receipts in a timely manner.

Employees are expected to exercise restraint and good judgment when incurring expenses. Employees should contact their Supervisor in advance if they have any questions about whether an expense will be reimbursed.

Employees shall submit an expense report as per the guidelines below for all consumable items:

- Employees must submit expense reports for all expenses to the Head of School or designee for approval.
- The report must be accompanied by itemized receipts for all charges. In the case of mileage, a map showing the mileage for the trip must be submitted.
- Expenses should be submitted for reimbursement within 30 days of occurrence.
- Any denied expense, whether necessary or discretionary, may be appealed to the Head of Schools or his/her designee.

Any falsification of expense reports will be grounds for discipline, up to and including termination from employment. Employees are expected to make a diligent effort to limit expenses to economical options, recognizing the importance of good stewardship of taxpayer dollars. Questions regarding this policy or extenuating circumstances should be directed to your supervisor or to Human Resources.

Common Reasonable and Necessary Expenditures for Consumable Items:

The following are common expenditures that are routinely reimbursed pursuant to applicable law:

Office Expenses – Consumable Items:

Office-related expenses must be necessary to complete job duties and be directly incurred as a result of such duties. These expenses may include the following:

Classroom Supplies, materials, student incentives, etc. Items must be solely for the use of an employee in their required duties

Postage to mail items to students or School offices as required by school policies. Postage for any other reason must be pre-approved

Live Scan: Reimbursed for actual cost

Phone and Internet Expenses

Reimbursed up to a maximum dollar amount that can be found in the Business Expense Reimbursement Policy located in Sharepoint.

1. Phone expenses are limited to the employee’s share of plan cost, taxes, and access.
2. Insurance plans, phone/equipment installment plans, overage fees and/or additional paid services associated with the phone line generally are not reimbursable expenses.

- Example: a phone plan is shared between 3 lines. The cost of the plan is $60; each line pays an individual access fee, taxes are $12. The reimbursable amount is 1/3 of the plan cost ($20), 1/3 of

the taxes ($4), and the access fee associated with the employee's line.

Travel:

Only expenses incurred on behalf of the School are eligible to be reimbursed. Economical and responsible use of school funds has priority over personal convenience or preference. Examples of acceptable travel may include, but are not limited to:

- Professional Development or In-person meetings assigned by the school
- Assessment of students
- In-person instruction of students
- School-sponsored events such as graduation, culmination and outings

Examples of unacceptable travel-related charges include, but are not limited to:

- Charges for personal goods and services incurred during travel
- Entertainment-related charges incurred during travel
- Travel not related to school business

Mileage:

- Reimbursed for actual miles driven using a personal vehicle for business travel; reimbursed at the IRS rate on the date of travel.
- Mileage is calculated from the employee's home office to the approved location based on the most direct route.

Meals:

- Reimbursed at actual cost incurred up to a set dollar limit, when traveling more than 100 miles* (one-way) from the home office or when travel requires an overnight stay. See the Business Expense Reimbursement Policy for details.
- Alcoholic beverages are not reimbursable.

Hotel:

- Prior approval is required.
- Reimbursed at actual cost.
- Where practical, rooms should cost no more than $150 per night. Higher limits will be considered should local prevalent room rates require a higher amount.
- Must travel more than 100 miles* (one-way) from home-office for consideration.

Flight:

- Requires pre-approval.
- Reimbursed when travel from home office to school-required meeting is such that driving is impractical.
- Flights may be secured by the Head of Schools or designee if requested.

If an employee believes that they have incurred or will need to incur travel expenses falling outside of the limits as prescribed by this policy, he or she should discuss the matter with the Head of Schools or other designee.

Non-reimbursable Expenses:

The following items are generally not considered reimbursable. This is not an exhaustive list. As with all other expenses, should an employee believe that incurring any of the following expenses would be reasonable and necessary in carrying out their jobs, they should speak with the Head of Schools of or other designee.

- Airline headsets
- Airline, auto or hotel memberships
- ATM fees
- Barbers and hairdressers
- Childcare
- Clothing
- Delinquent credit card fees
- Fines incurred while traveling for school business
- Gum, candy, cigarettes
- Health club dues
- Hotel mini-bar
- In room movies
- Mileage incurred for personal reasons
- Magazines, books, newspapers for personal use
- Personal entertainment (including, but not limited to, sporting events or movies)
- Personal toiletries
- Pet care
- Travel, flight or luggage insurance
- Travel upgrades

* There are some instances in which mileage may be less than 100 miles, but time of travel is excessive (2 hours). In these cases, staff should work with the Head of Schools or designee to have additional travel expenses approved.

7.31 References

The School will provide general information concerning the employee such as date of hire, date of discharge, and positions held. Requests for reference information must be in writing, and responses will be in writing. Please refer all requests for references to HR@caliva.org.

Only the Human Resources Department may provide references.

7.32 If You Must Leave Us

Should the employees decide to leave the School, we ask that they provide a Supervisor with at least two (2) weeks advance notice of departure. Thoughtfulness will be appreciated. All School, property including, but not limited to, keys, security cards, parking passes, laptop computers, fax machines, uniforms, etc., must be returned at separation. Employees also must return all of the School's Confidential Information upon separation. To the extent permitted by law, employees will be required to repay the School (through payroll deduction, if lawful) for any lost or damaged School property. As noted previously, all employees are employed at-will and nothing in this handbook changes that status.

7.33 Exit Interviews

Employees who resign are requested to participate in an exit interview with the Human Resources Representative, if possible.

7.34 A Few Closing Words

This handbook is intended to give employees a broad summary of things they should know about IQ Academy California. The information in this handbook is general in nature and, should questions arise, any member of management should be consulted for complete details. While we intend to continue the policies, rules and benefits described in this handbook, IQ Academy California, in its sole discretion, may always amend, add to, delete from or modify the provisions of this handbook and/or change its interpretation of any provision set forth in this handbook. Employees should not hesitate to speak to management if they have any questions about the School or its personnel policies and practices.

For employees covered by a Collective Bargaining Agreement (CBA), in areas where the Handbook and CBA conflict, the CBA governs.

Section 8 - California Addendum

8.1 California: Personal Leave

If employees are ineligible for any other School leave of absence, IQ Academy California, under certain circumstances, may grant a personal leave of absence without pay. A written request for a personal leave should be presented to management at least two (2) weeks before the anticipated start of the leave. If the leave is requested for medical reasons and employees are not eligible for FMLA and CFRA, medical certification also must be submitted. The request will be considered on the basis of staffing requirements and the reasons for the requested leave, as well as performance and attendance records. Normally, a leave of absence will be granted for a period of up to eight (8) weeks. However a personal leave may be extended if, prior to the end of leave, employees submit a written request for an extension to management and the request is granted. During the leave, employees will not earn vacation, personal days or sick days. We will continue health insurance coverage during the leave if employees submit their share of the monthly premium payments to the School in a timely manner, subject to the terms of the plan documents.

When the employees anticipate returning to work, they should notify management of the expected return date. This notification should be made at least one week before the end of the leave.

Upon completion of the personal leave of absence, the School will attempt to return employees to their original job or a similar position, subject to prevailing business considerations. Reinstatement, however, is not guaranteed.

Failure to advise management of availability to return to work, failure to return to work when notified or a continued absence from work beyond the time approved by the School will be considered a voluntary resignation of employment.

Personal leave runs concurrently with any School-provided Short-Term Disability Leave of Absence.

8.2 California: Time off for Military Spouses

If the employee works, on average, at least 20 hours per week and their spouse is a qualified member of the United States Armed Forces, the National Guard or the Reserves, the employee is eligible to take leave for a period of up to 10 days while their spouse is home during a qualified leave period. When the employee is also eligible for military family member exigency leave, leave under this policy shall also count toward the employee's leave entitlement under the Family and Medical Leave Act (FMLA), where the time off meets the definition of FMLA military exigency leave.

Required Notice to Employer

Within two (2) business days of receiving official notice that the employee's spouse will be on leave the employee must provide notice to the School of their intent to take military spouse leave.

Required Documentation

The employee must submit written documentation to the School certifying that during the requested time off, the employee's spouse will be on leave from deployment during a period of military conflict.

Leave is Unpaid

Leave granted under this policy is unpaid.

Definitions

For the purposes of this policy, the following definitions apply:

"Qualified Member" means any of the following:

- a member of the United States Armed Forces who is deployed during a period of military conflict to an area designated as a combat theater or combat zone by the President of the United States; or
- a member of the National Guard who is deployed during a period of military conflict; or
- a member of the Reserves who is deployed during a period of military conflict.

"Period of Military Conflict" means any of the following:

- a period of war declared by the U.S. Congress; or
- a period of deployment for which members of the Reserves are ordered to active duty.

"Qualified Leave Period" means the period during which the qualified member is on leave from deployment during a period of military conflict.

8.3 Acknowledgment and Receipt of California: Discrimination, Harassment and Retaliation Prevention Policy

IQ Academy California does not tolerate and prohibits discrimination, harassment, or retaliation of or against job applicants, contractors, interns, volunteers, or employees by another employee, supervisor, vendor, customer, or third party based on actual or perceived race, color, creed, religion, age, sex or gender (including pregnancy, childbirth, and related medical conditions), sexual orientation, gender identity or gender expression (including transgender status), national origin, ancestry, marital status, protected medical condition as defined by state law (including cancer or genetic characteristics), physical or mental disability, military and veteran status, reproductive health decision making, genetic information, or any other characteristic protected by applicable federal, state, or local laws and

ordinances. Further, the School prohibits discrimination, harassment, and retaliation on the basis of any combination of protected characteristics. The School is committed to a workplace free of discrimination, harassment, and retaliation.

The School management team is dedicated to ensuring the fulfillment of this policy as it applies to all terms and conditions of employment, including recruitment, hiring, placement, promotion, transfer, training, compensation, benefits, employee activities, and general treatment during employment.

Discrimination Defined

Discrimination under this policy means treating differently or denying or granting a benefit to an individual because of the individual's protected characteristic.

Harassment Defined

Harassment is defined in this policy as unwelcome verbal, visual, or physical conduct creating an intimidating, an offensive, or a hostile work environment that interferes with work performance. Harassment can be verbal (including slurs, jokes, insults, epithets, gestures, or teasing), visual (including offensive posters, symbols, cartoons, drawings, computer displays, text messages, social media, or emails), or physical conduct (including physically threatening another, blocking someone's way, etc.) that denigrates or shows hostility or aversion toward an individual because of any protected characteristic. Such conduct violates this policy, even if it is not unlawful. Because it is difficult to define unlawful harassment, employees are expected to behave at all times in a manner consistent with the intended purpose of this policy.

Sexual Harassment Defined

Sexual harassment can include all the above actions, as well as other unwelcome conduct, such as unwelcome or unsolicited sexual advances, requests for sexual favors, conversations regarding sexual activities, and other verbal or physical conduct of a sexual nature. Sexual harassment includes unwelcome or unwanted conduct that is either of a sexual nature or directed at an individual because of that individual's sex when:

- Submission to that conduct or to those advances or requests is made either explicitly or implicitly a term or condition of an individual's employment;
- Submission to or rejection of the conduct or advances or requests by an individual is used as the basis for employment decisions affecting the individual; or
- The conduct or advances or requests have the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Examples of conduct that violate this policy include:

- Unwelcome or unwanted sexual advances, flirtations, advances, leering, whistling, touching, pinching, assault, and blocking normal movement;
- Requests for sexual favors or demands for sexual favors in exchange for favorable treatment;

- Obscene or vulgar gestures, posters, or comments;
- Sexual jokes or comments about a person's body, sexual prowess, or sexual deficiencies;
- Propositions or suggestive or insulting comments of a sexual nature;
- Derogatory cartoons, posters, and drawings;
- Sexually explicit emails, text messages, or voicemails;
- Uninvited touching of a sexual nature;
- Unwelcome or unwanted sexually related comments;
- Conversation about one's own or someone else's sex life;
- Conduct or comments consistently targeted at only one (1) gender, even if the content is not sexual; and
- Teasing or other conduct directed toward a person because of the person's gender.

Retaliation Defined

Retaliation means adverse conduct taken because an individual reported an actual or a perceived violation of this policy, opposed practices prohibited by this policy, or participated in the reporting and investigation process described below. "Adverse conduct" includes but is not limited to:

- Shunning and avoiding an individual who reports harassment, discrimination, or retaliation;
- Express or implied threats or intimidation intended to prevent an individual from reporting harassment, discrimination, or retaliation; and
- Denying employment benefits because an applicant or employee reported harassment, discrimination, or retaliation or participated in the reporting and investigation process described below.

All discrimination, harassment, and retaliation is unacceptable in the workplace and in any work-related settings such as business trips and business-related social functions, regardless of whether the conduct is engaged in by a supervisor, a coworker, a client, a customer, a vendor, or another third party.

Reporting Procedures

The following steps have been put into place to ensure the work environment is respectful, professional, and free of discrimination, harassment, and retaliation. If the employee believes someone has violated this policy or the Equal Employment Opportunity Policy, the employee should promptly bring the matter to the immediate attention of the Head of School. (Phone numbers are available through the School directory.) If this individual is the person toward whom the complaint is directed, the employee should contact any higher-level manager in the reporting chain. If the employee makes a complaint under this policy and has not received a satisfactory response within five (5) business days, the Human Resources Director should be contacted immediately. (Phone numbers are available through the School directory.)

Every supervisor who learns of any employee's concern about conduct in violation of this policy or the Equal Employment Opportunity Policy, whether in a formal complaint or informally, or who otherwise is aware of conduct in violation of this policy or our Equal Employment Opportunity Policy must immediately report the issues raised to the Head of School.

Investigation Procedures

Upon receiving a complaint, the School will promptly conduct a fair and thorough investigation into the facts and circumstances of any claim of a violation of this policy or the Equal Employment Opportunity policy. To the extent possible, the School will endeavor to keep the reporting employee's concerns confidential. However, complete confidentiality may not be possible in all circumstances.

During the investigation, the School generally will interview the complainant and the accused, conduct further interviews as necessary, and review any relevant documents or other information. Upon completion of the investigation, the School shall determine whether this policy has been violated based on its reasonable evaluation of the information gathered during the investigation. The School will inform the complainant and the accused of the results of the investigation.

The School will take corrective measures against any person who it finds to have engaged in conduct in violation of this policy, if the School determines such measures are necessary. These measures may include, but are not limited to, counseling, suspension, or immediate termination. Anyone, regardless of position or title, who the School determines has engaged in conduct that violates this policy will be subject to discipline up to and including termination.

Training

All employees are required to undergo harassment prevention training as required by applicable law. For more information about this training requirement, employees should go to https://calcivilrights.ca.gov/shptfaq-employee/.

Retaliation Prohibited

In addition to being a violation of this policy, harassment, discrimination, or retaliation also can be against the law. Employees who engage in conduct that rises to the level of a violation of law can be held personally liable for such conduct.

Remember, the School cannot remedy claimed discrimination, harassment, or retaliation unless employees bring these claims to the attention of management. Employees should not hesitate to report any conduct they believe violates this policy.

I acknowledge that I have received, read, and understand IQ Academy California's Discrimination, Harassment, and Retaliation Prevention Policy. I agree to abide by and be bound by the rules, provisions and standards set forth in IQ Academy California's policy. I further acknowledge that IQ Academy California reserves the right to revise, delete, and add to the provisions of the Discrimination, Harassment and Retaliation Prevention Policy at any time. I also acknowledge I have received the California Civil Rights Department's brochure, Sexual Harassment Fact Sheet (CRD-185 brochure).

Employee's Printed Name: _____

Employee's Signature: _____

Position: _____

Date: _____

The signed original copy of this receipt should be given to management - it will be filed in your personnel file.

8.4 California: Working Hours and Schedule

IQ Academy California normally is open for business from 8:00 AM to 5:00 PM, Monday through Friday.

Employees will be assigned a work schedule and will be expected to begin and end work according to the schedule. To accommodate the needs of the business, at some point IQ Academy California may need to change individual work schedules on either a short-term or long-term basis.

Rest Breaks

Non-exempt employees who work three-and-one-half (3.5) or more hours per day are authorized and permitted one (1) 10-minute rest break for every four (4) hours or major fraction thereof worked. For purposes of this policy, "major fraction" means any time greater than two (2) hours. For example, if employees work more than six (6) hours, but no more than 10 hours in a workday, they are authorized and permitted to take two (2) 10-minute rest breaks: one (1) during the first half of a shift and a second rest break during the second half of the shift. If employees work more than 10 hours but no more than 14 hours in a day, they are authorized and permitted to take three (3) 10-minute rest breaks, and so on.

Rest breaks should be taken as close to the middle of each work period of four (4) hours or major fraction thereof as is practical. Employees do not need to obtain their supervisor's approval or notify their supervisor when taking a rest break. Employees are encouraged to take their rest breaks; they are not expected to and should not work during their rest breaks. Non-exempt employees are paid for all rest break periods and do not need to clock out when taking a rest break.

Rest breaks may not be combined with another rest break or with the meal period. In addition, rest breaks may not be taken at the beginning or end of the work day to arrive late or leave early. Each rest break must be a separate break, meeting the requirements described above. If any work is performed during a rest break, or if the rest break is interrupted for any work-related reason, the employee is entitled to another uninterrupted paid rest break.

IQ Academy California also provides cool down rest and recovery periods as needed to prevent heat illness as required by law for employees who perform work: (1) outdoors when temperatures are 80 degrees or higher or (2) indoors where temperatures are 82 degrees or higher.

Meal Periods

Employees who work more than five (5) hours in a workday are provided an unpaid, off-duty meal period of at least 30 minutes. Employees are responsible for scheduling their own meal periods, but they

should confirm them with their supervisor. Meal periods must begin no later than the end of the fifth hour of work. For example, the employee who begins working at 8:00 a.m. must begin the meal period no later than 12:59 p.m. When scheduling a meal period, employees should try to anticipate workflow and deadlines.

Employees who work more than 10 hours in a day are entitled to a second unpaid, off-duty 30-minute meal period. Employees entitled to a second meal period should schedule their second meal period so it begins no later than before the end of their tenth hour of work, meaning the meal period should begin after working no more than nine (9) hours, 59 minutes.

During meal periods, employees are relieved of all duty and should not work during this time. When taking a meal period, employees should completely stop working for at least 30 minutes. Employees are prohibited from working "off the clock" during their meal period.

Those employees who use a time clock must clock out for their meal periods. These employees are expected to clock back in and promptly return to work at the end of any meal period. Those employees who record their time manually must accurately record their meal periods by recording the beginning and end of each work period. Unless otherwise directed by a supervisor in writing, employees do not need to obtain a supervisor's approval or notify a supervisor when taking a meal period. Employees are to immediately notify the Human Resources Director if they believe that they are prevented by the nature of their work from taking a timely and/or complete meal period.

Meal Period Waiver

If no more than six (6) hours of work will complete the day's work, employees may voluntarily waive the meal period in writing. Employees should see the Human Resources Director to obtain this waiver form. If the employee works no more than twelve (12) hours, the employee can waive the second meal period, but only if the first meal period was received and not waived in any manner. Any waiver of the second meal period must be in writing and submitted before the second meal period. Employees should see the Human Resources Director to obtain this waiver form. Employees who work more than 12 hours may not waive, and should take, their second unpaid, off-duty, and uninterrupted 30-minute meal period.

No Working During Rest Breaks and Meal Periods

Employees are completely relieved of all work duties and responsibilities during their rest breaks and meal periods. All rest breaks and meal periods must be taken outside the work area, such as in a break room. Employees may leave the premises during rest breaks and meal periods. Employees should not visit or socialize with employees who are working while they are taking a rest break or meal period. Employees, including those in a sensitive position like security or information technology, are not expected to remain “on call” or available to respond to messages, monitor radios, telephones, email, or other devices during meal periods and rest breaks.

Employees are required to immediately notify the Human Resources Director if they believe they are being pressured or coerced by any manager, supervisor or other employee to not take any portion of a provided rest break or meal period.

8.5 California: Equal Employment Opportunity

IQ Academy California is an Equal Opportunity Employer that does not discriminate on the basis of actual or perceived race, color, religious creed, national origin, ancestry, citizenship status, age, sex or gender (including pregnancy, childbirth, and related medical conditions), gender identity or expression (including transgender status), sexual orientation, marital status, military service and veteran status, physical or mental disability, protected medical condition as defined by applicable state or local law (such as cancer), reproductive health decision making, genetic information, , or any other characteristic protected by applicable federal, state, or local laws and ordinances. IQ Academy California's management team is dedicated to this policy with respect to recruitment, hiring, placement, promotion, transfer, training, compensation, benefits, employee activities, access to facilities and programs, and general treatment during employment.

The School will endeavor to make a reasonable accommodation of an otherwise qualified applicant or employee related to an individual's: physical or mental disability; sincerely held religious beliefs and practices; needs as a victim of domestic violence, sex offenses, or stalking; needs related to pregnancy, childbirth, or related medical conditions; and/or any other reason required by applicable law, unless doing so would impose an undue hardship upon the School's business operations. Any applicant or employee who needs an accommodation to perform the essential functions of the job should contact Human Resources to request such an accommodation. The individual should specify what accommodation is needed to perform the job and submit supporting documentation explaining the basis for the requested accommodation, to the extent permitted and in accordance with applicable law. The School will review and analyze the request, including engaging in an interactive process with the employee or applicant, to identify if such an accommodation can be made. The School will evaluate requested accommodations, and as appropriate identify other possible accommodations, if any. The individual will be notified of the School's decision within a reasonable period. The School treats all medical information submitted as part of the accommodation process in a confidential manner.

Any employees with questions or concerns about equal employment opportunities in the workplace are encouraged to bring these issues to the attention of Human Resources. The School will not allow any form of retaliation against individuals who raise issues of equal employment opportunity. If employees feel they have been subjected to any such retaliation, they should contact Human Resources. To ensure our workplace is free of artificial barriers, violation of this policy including any improper retaliatory conduct will lead to discipline, up to and including discharge. All employees must cooperate with all investigations conducted pursuant to this policy.

8.6 California: Overtime

When IQ Academy California experiences periods of extremely high activity, additional work may be required. Supervisors are responsible for monitoring business activity and requesting overtime work if it

is necessary. Effort will be made to provide employees with adequate advance notice in such situations.

Non-exempt employees generally will be paid overtime at the rate of time and one-half (1.5) times their regular rate of pay for all hours worked in excess of eight (8) hours in one (1) day or 40 hours in one (1) week, or for the first eight (8) hours on the seventh (7^{th}) consecutive day in the same workweek.

Non-exempt employees generally will be paid double-time for hours worked in excess of 12 in any workday or in excess of eight (8) on the seventh (7^{th}) day of the workweek.

Employees may work overtime only with management authorization.

For purposes of calculating overtime for non-exempt employees, the workweek begins at 12 a.m. on Monday and ends 168 hours later at 12 a.m. on the following Monday.

8.7 California: Sick and Safe Time

Eligibility

Pursuant to the Healthy Workplaces, Healthy Families Act, the School provides paid sick leave to employees who work for IQ Academy California in California for 30 or more days within a year. For employees who work in California who are eligible for sick time under another policy and/or any other applicable sick time/leave law or ordinance, this policy applies solely to the extent it provides greater benefits/rights on any specific issue or issues than any other policy and/or any other applicable sick time/leave law or ordinance.

Accrual

Employees begin accruing paid sick leave at the start of employment. Paid sick leave will accumulate at the rate of one (1) hour for every 30 hours worked, up to a total maximum accrual of ten (10) days or 80 hours. Employees who are exempt from overtime pursuant to the executive, administrative, and professional exemptions under California law are assumed to work 40 hours in each workweek unless their normal workweek is less than 40 hours, in which case paid sick leave accrues based upon that normal workweek. For purposes of this policy, the year is the consecutive 12-month period beginning January 1 and ending December 31.

Usage

Employees can use accrued paid sick leave beginning on the 90th day of employment. Paid sick leave may be used in minimum increments of two (2) hours. Employees may use up to five (5) days or 40 hours of paid sick leave in any year.

Paid sick leave may be used for the following reasons:

1. For diagnosis, care, or treatment of an existing health condition of or preventive care for, the employee or the employee's family member; or
2. For any employee who is a victim or whose family member is a victim of a qualifying act of violence:
    a. To appear in court to comply with a subpoena, or other court order as a witness in a judicial proceeding;
    b. To obtain or attempt to obtain any relief for the family member, including but not limited to, a temporary restraining order, restraining order, or other injunctive relief, to help ensure the health, safety, or welfare of the family member of the victim;
    c. To seek, obtain, or assist a family member to seek or obtain medical attention for or to recover from injuries caused by a qualifying act of violence;
    d. To seek, obtain, or assist a family member to seek or obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency as a result of a qualifying act of violence;
    e. To seek, obtain, or assist a family member to seek or obtain psychological counseling or mental health services related to an experience of a qualifying act of violence;
    f. To participate in safety planning or take other actions to increase safety from future qualifying acts of violence;
    g. To relocate or engage in the process of securing a new residence due to the qualifying act of violence, including but not limited to, securing temporary or permanent housing or enrolling children in a new school or childcare;
    h. To provide care to a family member who is recovering from injuries caused by a qualifying act of violence;
    i. To seek, obtain, or assist a family member to seek or obtain civil or criminal legal services in relation to the qualifying act of violence;
    j. To prepare for, participate in, or attend any civil, administrative, or criminal legal proceeding related to the qualifying act of violence; or
    k. To seek, obtain, or provide childcare or care to a care-dependent adult if the childcare or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

For purposes of this policy, family member means a child (including biological, adopted, or foster child, stepchild, legal ward, or a child to whom the employee stands in loco parentis, all regardless of age or dependency status); spouse; registered domestic partner; parent (including biological, adoptive, or foster parent, stepparent, or legal guardian of the employee or the employee's spouse or registered domestic partner or a person who stood in loco parentis when the employee was a minor child); grandparent; grandchild; sibling; or a designated person. Employees are limited to selecting one (1) designated person per 12-month period for paid sick days.

For purposes of this policy, "qualifying act of violence" means any of the following, regardless of whether anyone is arrested for, prosecuted for, or convicted of committing any crime:

- Domestic violence;

- Sexual assault;
- Stalking; or
- An act, conduct, or pattern of conduct that includes any of the following:
    - In which an individual causes bodily injury or death to another individual;
    - In which an individual exhibits, draws, brandishes, or uses a firearm or other dangerous weapon with respect to another individual; or
    - In which an individual uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death.

Unless the employee advises the Human Resources Director otherwise, the School will assume employees want to use available paid sick leave for absences for reasons set forth above and employees will be paid for such absences to the extent they have paid sick leave available.

Employees will be notified of their available paid sick leave on each itemized wage statement.

Notice and Documentation

Notice to the Human Resources Director may be given orally or in writing. If the need for paid sick leave is foreseeable, the employee must provide reasonable advance notification. If the need for paid sick leave is unforeseeable, the employee must provide notice of the need for the leave as soon as practicable.

Payment

Eligible employees will receive payment for paid sick leave at the same wage as the employee normally earns during regular work hours, unless otherwise required by applicable law, by the next regular payroll period after the leave was taken. Use of paid sick leave is not considered hours worked for purposes of calculating overtime.

Carryover and Payout

Accrued paid sick leave carries over from year to year, but is subject to the accrual cap of 10 days or 80 hours. Once the accrual cap is reached, paid sick leave will stop accruing until some paid sick leave is used.

Accrued but unused paid sick leave under this policy will not be paid at separation.

Enforcement and Retaliation

Retaliation or discrimination against any employee who requests paid sick days or uses paid sick days or both is prohibited and employees may file a complaint with the Labor Commissioner against an employer who retaliates or discriminates against any employee.

If employees have any questions regarding this policy, they should contact the Human Resources Director.

8.8 California: Bone Marrow Donation Leave

The employee who has been employed for at least 90 days may request a leave of absence for up to five (5) business days in any one-year period to undergo a medical procedure to donate bone marrow. Employees must provide a certification from their physician regarding the purpose and length of each leave requested. The employee must use any accrued vacation time, sick leave or paid time off for this leave, but the use of vacation accrual, sick leave or paid time off does not extend the term of this leave. If accrued vacation, sick leave or paid time off is not available, the time off for such procedure shall be paid, but the paid time off shall not exceed five (5) days. Bone marrow donation leave will not be designated as FMLA or CFRA leave time. Employees will receive health benefits for the duration of their Bone Marrow Donation Leave and upon returning from such leave will have a right to return to the same or equivalent positions they held before such leave.

8.9 California: Lactation Breaks

IQ Academy California supports the legal right and necessity of employees who choose to express milk in the workplace. This policy establishes guidelines for promoting a breastfeeding-friendly work environment and supporting lactating employees for as long as they desire to express breast milk.

The School will provide a reasonable amount of break time for employees who wish to express breast milk for their infant child each time the employee has a need to express milk, in accordance with applicable local, state, and federal law. If possible, the break time must run concurrently with rest and meal periods already provided. If break time cannot run concurrently with rest and meal periods, it will be unpaid, to the extent permitted by applicable law.

The School will provide breastfeeding employees with space, in close proximity to their work area, that is shielded from view and free from intrusion from co-workers and the public. The room or location may include the place where the employee normally works if it otherwise meets the requirements of the lactation space. Restrooms are prohibited from being used for lactation purposes.

Employees who need a lactation accommodation should submit a request for possible accommodation to the Human Resources Director. Upon receiving an accommodation request, the School will respond to the employee within five (5) business days. The School and the employee shall engage in an interactive process to determine the appropriate accommodations.

California law expressly prohibits discrimination or retaliation against lactating employees for exercising their rights granted by the ordinance. This includes those who request time to express breast milk at work and/or who lodge a complaint related to the right to lactation accommodations.

Employees have the right to file a complaint with the Labor Commissioner for any violation of the rights underlying this policy.

Employees can consult the Human Resources Director with questions regarding this policy.

8.10 California: Safe Harbor Policy for Exempt Employees

It is School policy and practice to accurately compensate employees and to do so in compliance with all applicable state and federal laws. To ensure employees are paid properly and no improper deductions are made, employees must review their pay stubs promptly to identify and to report all errors.

If the employee believes a mistake has occurred or if the employee has any questions, the employee should use the reporting procedure outlined below.

Exempt salaried employees receive a salary which is intended to compensate for all hours worked for the School. This salary will be established at the time of hire or when the employee becomes classified as an exempt employee. While it may be subject to review and modification from time-to-time, such as during salary review times, the salary will be a predetermined amount that will not be subject to deductions for variations in the quantity or quality of the work performed.

Under state law, salary is subject to certain deductions. For example, the employee's salary can be reduced for the following reasons:

- full-day absences for personal reasons;
- full-day absences for sickness or disability, if the available paid sick leave has been exhausted;
- intermittent absences, including partial-day absences, covered by the federal Family and Medical Leave Act, if other available paid leave has been exhausted;
- to offset amounts received as payment for jury and witness fees or military pay;
- during the first or last week of employment in the event the employee works less than a full week; and
- any work week in which the employee performs no work for the School.

Salary also may be reduced for certain types of deductions, such as the employee portion of health, dental or life insurance premiums; state, federal or local taxes, social security; or, voluntary contributions to a 401(k) or pension plan.

In any workweek in which the employee performed any work, the employee's salary will not be reduced for any of the following reasons:

- partial-day absences for personal reasons, sickness or disability;
- absence on a holiday when the facility is closed or because the facility is otherwise closed on a scheduled workday;
- absences for jury duty, attendance as a witness or military leave in any week in which the employee has performed any work; and
- any other deductions prohibited by state or federal law.

If employees believe they have been subject to any improper deductions, they should immediately report the matter to their supervisor. If the supervisor is unavailable or if employees believe it would be inappropriate to contact that person (or if they have not received a prompt and fully acceptable reply), they should immediately contact Payroll Manager or any other supervisor in the School with whom the employee feels comfortable. If employees are unsure of whom to contact if they have not received a satisfactory response within five (5) business days after reporting the incident, they should immediately contact the Payroll Manager.

Every report will be fully investigated and corrective action will be taken where appropriate, up to and including termination for any employee who violates this policy. In addition, the School will not allow any form of retaliation against individuals who report alleged violations of this policy or who cooperate in the investigation of such reports. Retaliation is unacceptable, and any form of retaliation in violation of this policy will result in disciplinary action, up to and including termination.

8.11 California: Organ Donation Leave

Employees who have been employed for at least 90 days may request a paid leave of absence for up to 30 business days in any one-year period to undergo a medical procedure to donate an organ. Employees can request an additional 30 days of unpaid leave in any one-year period for this same purpose. Employees must provide a certification from their physician regarding the purpose and length of each leave requested. The one-year period is measured from the start of the leave.

For an initial request for organ donation leave, the employee must use up to two weeks of accrued vacation, sick leave or paid time off for this leave, but the use of vacation accrual, sick leave or paid time off does not extend the term of the leave. If accrued vacation, sick leave or paid time off is not available, the time off for such procedure shall be paid however the paid time off shall not exceed 30 days. Organ donation leave will not be designated as FMLA or CFRA leave time. Employees will receive health benefits for the duration of their organ donation leave and upon returning from such leave will have a right to return to the same or equivalent positions they held before such leave. Absences due to organ donation leave do not count as a break in service for the purpose of the employee’s right to salary adjustments, sick leave, vacation and paid time off or seniority.

8.12 California: Business Expense Reimbursement

IQ Academy California will reimburse employees for reasonable expenses incurred for business purposes including, but not limited to, meals, lodging, and transportation. Mileage driven in a personal automobile for business purposes will be reimbursed at the current IRS-approved rate per mile. All business travel and business purchases must be approved in advance by the employee's Supervisor.

Employees should complete expense reimbursement reports within 30 days of incurring the expenses and submit the reports and receipts to the Supervisor .

8.13 California: Family and Medical Leave

Employees may be entitled to a job-protected leave of absence under the Family and Medical Leave Act (FMLA) and/or the California Family Rights Act (CFRA). The U.S. Department of Labor's Wage and Hour Division (WHD) enforces the FMLA. Additionally, employees who are CFRA-eligible have certain rights to take both a pregnancy disability leave (PDL) and CFRA leave for the birth of a child.

This policy provides employees with information concerning FMLA/CFRA entitlements and obligations they may have during such leaves and also explains differences between FMLA, CFRA, and PDL. Where more than one (1) of the laws applies, leave taken may be counted under more than one (1) law at the same time to the extent permitted by the applicable law(s). For example, where leave for a pregnancy disability is also FMLA-qualifying, the leave will count against both FMLA and PDL entitlements. However, PDL is separate from and does not count against employees' CFRA leave entitlement. (Please consult the Pregnancy Disability Leave policy for more information on PDL.) This policy will be interpreted to comply with the law(s) that apply to a particular leave.

If employees have any questions concerning FMLA/CFRA leave, they should contact the Head of Human Resources.

I. Eligibility

The FMLA and CFRA provide eligible employees with a right to leave, health insurance benefits, and, with some limited exceptions, job restoration. To be an "eligible employee," the employee must: 1) have been employed by IQ Academy California for at least 12 months (which need not be consecutive) and 2) have worked for at least 1,250 hours during the 12-month period immediately preceding the commencement of the leave. All California employees who meet these two (2) criteria are eligible for CFRA leave. California employees also may be eligible to take leave for FMLA reasons if they are eligible for CFRA leave and work at a worksite where 50 or more employees are located within 75 miles.

Special hours of service eligibility requirements apply to airline flight crew employees.

II. Entitlements for FMLA/CFRA Leave

A. Basic FMLA/CFRA Leave Entitlement

The FMLA/CFRA provides eligible employees up to 12 workweeks of unpaid leave for certain family and medical reasons during a 12-month period. The 12-month period is determined by a rolling 12-month period measured backward from the date the employee uses their family and medical leave. In some instances, leave may be counted under the FMLA but not CFRA or CFRA but not the FMLA. Leave may be taken for any one (1), or for a combination, of the following reasons:

1. The birth of a child and to care for a newborn child (counts toward FMLA and CFRA leave entitlements);

2. For placement with the employee of a child for adoption or foster care and to care for the newly placed child (counts toward FMLA and CFRA leave entitlements);

3. To care for the employee's spouse, child, or parent with a serious health condition (counts toward FMLA and CFRA leave entitlements);

4. To care for the employee's registered domestic partner, parent-in-law, grandparent, grandchild, sibling, or designated person with a serious health condition (counts towards CFRA entitlements only, except when a grandparent, grandchild, or sibling meets FMLA definition of parent or child);

5. For the employee's own serious health condition (including any period of incapacity due to pregnancy, prenatal medical care, or childbirth) that makes the employee unable to perform one (1) or more of the essential functions of their job (counts toward FMLA and CFRA leave entitlements except leave for the employee's disability due to pregnancy, childbirth, or related medical condition does not count against CFRA leave); and/or

6. Because of any qualifying exigency arising out of the fact that the employee's spouse, registered domestic partner, child, parent, or parent-in-law is a military member on covered active-duty status (or has been notified of an impending call or order to covered active-duty status) in the Reserve component of the Armed Forces for deployment to a foreign country in support of a contingency operation or Regular Armed Forces for deployment to a foreign country (counts toward FMLA/CFRA leave entitlements, except that leave taken for a registered domestic partner or parent-in-law counts towards CFRA leave entitlement only).

Leave to care for child after birth or placement for adoption or foster care must be taken within one (1) year of the child's birth or placement.

Under the FMLA, a “serious health condition” is an illness, injury, impairment, or physical or mental condition that involves a period of incapacity or treatment connected with inpatient care (e.g., an overnight stay) in a medical care facility, hospice, or residential health care facility; or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of their job or prevents the qualified family member from participating in school or other daily activities.

Under the CFRA, a “serious health condition” is an illness, injury, impairment, or physical or mental condition that involves either inpatient care in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care or any period of incapacity, or continuing treatment by a health care provider, including but not limited to treatment for substance abuse. The CFRA defines "inpatient care" broadly and includes a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with inpatient care, or any period of incapacity. A person will be considered an "inpatient" when they are formally admitted to a health care facility with the expectation that they will remain at least overnight and occupy a bed, even if the person is ultimately discharged or transferred to another facility and does not actually remain overnight. The CFRA defines "incapacity" as the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment or the recovery that it requires.

Under the CFRA, a "designated person" means any individual related by blood or whose relationship with the employee is the equivalent of a family relationship. The designated person may be identified by the employee at the time the employee requests the leave. the School may limit employees to one (1) designated person every 12-month period for family care and medical leave.

Under the FMLA and CFRA, subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three (3) consecutive calendar days combined with at least two (2) visits to a health care provider or one (1) visit and a regimen of continuing treatment or incapacity due to pregnancy (FMLA only) or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, caring for the parents of the military member on covered active duty, and attending post-deployment reintegration briefings.

A leave of absence in connection with a workers' compensation injury/illness or for which the employee receives disability or State of California Paid Family Leave benefits shall run concurrently with FMLA/CFRA leave.

B. Additional Military Family Leave Entitlement (FMLA Only)

In addition to the basic FMLA/CFRA leave entitlement described above, an eligible employee who is the spouse, child, parent, or next of kin of a "servicemember" is entitled to take up to 26 weeks of leave during a 12-month period to care for the servicemember with a serious injury or illness. Leave to care for a servicemember is available during a single 12-month period and, when combined with other FMLA-qualifying leave, may not exceed 26 weeks during the single 12-month period. The single 12-month period begins on the first day an eligible employee takes leave to care for the injured servicemember.

A "covered servicemember" is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is on the temporary retired list for a serious injury or illness. These individuals are referred to in this policy as "current members of the Armed Forces." Covered servicemembers also include a veteran who is discharged or released from military service under conditions other than dishonorable at any time during the five- (5-) year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran and who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness. These individuals are referred to in this policy as "covered veterans."

The FMLA definition of a serious illness or injury for current Armed Forces members and covered Veterans are distinct from the definition of "serious health condition" applicable to leave to care for a family member or the employee's own illness or injury.

C. Intermittent Leave and Reduced Leave Schedules

FMLA/CFRA leave may be taken for a period of consecutive days, weeks, or months. Additionally, employees also are entitled to take FMLA/CFRA leave intermittently or on a reduced leave schedule when medically necessary due to a serious health condition of the employee or covered family member or the serious injury or illness of a covered servicemember (FMLA only). Intermittent or reduced work schedule leave may be taken for absences where the employee or family member is incapacitated or unable to perform the essential functions of the position because of a chronic serious health condition, even if they do not receive treatment by a health care provider. Intermittent leave can also be taken for any qualifying exigency.

Employees also are eligible for intermittent leave for bonding with a child following birth or placement. Intermittent leave for bonding purposes generally must be taken in two-(2-)week increments, but the School permits two (2) occasions where the leave may be for less than two (2) weeks.

D. Health Insurance Benefits Schedules

During FMLA/CFRA leave, eligible employees are entitled to receive group health plan coverage on the same terms and conditions as if they had continued work.

E. No Work While on Leave

The taking of another job while on FMLA/CFRA leave or any other approved leave of absence is prohibited except as authorized by the School or permitted by applicable law.

F. Restoration of Employment and Benefits

At the end of FMLA/CFRA leave, employees generally have a right to return to the same or equivalent positions they held before the FMLA/CFRA leave. There may be an exception for certain "key employees" under the FMLA (the CFRA does not have an exception for "key employees"). The School will provide notice if employees qualify as "key employees" if it intends to deny reinstatement and any applicable rights in such instances.

Use of FMLA/CFRA leave will not result in the loss of any employment benefit that accrued prior to the start of an eligible employee's FMLA/CFRA leave.

G. Notice of Eligibility for, and Designation of, FMLA/CFRA Leave

Employees requesting FMLA/CFRA leave are entitled to receive written notice from the School telling them whether they are eligible for FMLA/CFRA leave and, if not eligible, the reasons why they are not eligible. When eligible for FMLA/CFRA leave, employees are entitled to receive written notice of:

1. Their rights and responsibilities in connection with such leave;
2. The School's designation of leave as FMLA/CFRA-qualifying or non-qualifying, if not FMLA/CFRA-qualifying, the reasons why; and
3. The amount of leave, if known, that will be counted against the employee's leave entitlement.

The School will respond to a leave request within five (5) business days. Once given, approval shall be deemed retroactive to the date of the first day of the leave. The School may designate FMLA/CFRA leave retroactively with appropriate notice provided that doing so does not cause harm or injury to employees. In other cases, the School and employees can mutually agree that leave is retroactively designated as FMLA/CFRA leave.

III. Employee Obligations for FMLA/CFRA Leaves

A. Provide Notice of the Need for Leave

Employees who take FMLA/CFRA leave must notify, in a timely manner, the School of their need for FMLA/CFRA leave. The following describes the content and timing of such notices.

1. Content of Notice

To trigger FMLA/CFRA leave protections, employees must inform the Head of Human Resources of the need for FMLA/CFRA-qualifying leave and the anticipated timing and duration of the leave, if known. Employees may do this by either requesting FMLA/CFRA leave specifically or explaining the reasons for leave to allow the School to determine that the leave is FMLA/CFRA-qualifying. For example, employees might explain that:

- A medical condition renders them unable to perform the functions of their job;
- They are pregnant;
- They or a covered family member have been hospitalized overnight;
- They or a covered family member are under the continuing care of a health care provider;
- The leave is due to a qualifying exigency caused by a military member being on covered active duty or called to covered active-duty status; or
- If the leave is for a family member, that the condition renders the family member unable to perform daily activities or that the family member is a covered servicemember with a serious injury or illness.

Calling in "sick," without providing the reasons for the needed leave, will not be considered sufficient notice for FMLA/CFRA leave under this policy. Employees must respond to the School's lawful questions to determine if absences are potentially FMLA/CFRA-qualifying. Employees do not have to share a medical diagnosis.

If employees fail to explain the reasons for FMLA/CFRA leave, the leave may be denied. When employees seek leave due to FMLA/CFRA-qualifying reasons for which the School has previously provided FMLA/CFRA-protected leave, they must specifically reference the qualifying reason for the leave or the need for FMLA/CFRA leave.

2. Timing of Notice

Employees must provide 30 days' advance notice of the need to take FMLA/CFRA leave when the need is foreseeable. When 30 days' notice is not possible, or the approximate timing of the need for leave is not

foreseeable, employees must notify the School of the need for leave as soon as practicable under the circumstances. Employees who fail to give 30 days' notice for foreseeable leave without a reasonable excuse for the delay, or otherwise fail to satisfy FMLA/CFRA notice obligations, may have FMLA/CFRA leave delayed or denied.

B. Cooperating in the Scheduling of Leave

When planning medical treatment for themselves or family members or requesting to take leave on an intermittent or reduced schedule work basis, employees must consult with the School and make a reasonable effort to schedule treatment so as not to unduly disrupt School operations. Employees must consult with the School prior to scheduling treatment in order to work out a treatment schedule that best suits the needs of both the School and the employees, subject to the approval of the applicable health care provider. To the extent permitted by applicable law, when employees take intermittent or reduced work schedule leave for foreseeable planned medical treatment for employees or family members, including a period of recovery from a serious health condition or to care for a covered servicemember, the School may temporarily transfer employees to alternative positions with equivalent pay and benefits for which the employees are qualified and which better accommodate recurring periods of leave.

C. Submit Initial Medical Certifications Supporting Need for Leave (Unrelated to Requests for Military Family Leave)

Depending on the nature of FMLA/CFRA leave sought, employees may be required to submit medical certifications supporting their need for FMLA/CFRA-qualifying leave. As described below, there generally are three (3) types of FMLA/CFRA medical certifications: an initial certification, a recertification, and a return-to-work/fitness-for-duty certification.

It is the responsibility of employees to provide the School with timely, complete, and sufficient medical certifications. Whenever the School requests employees to provide FMLA/CFRA medical certifications, they must provide the requested certifications within 15 calendar days after the request, unless it is not practicable to do so despite diligent, good faith efforts. The School will inform employees if submitted medical certifications are incomplete or insufficient and provide them at least seven (7) calendar days to address deficiencies. The School will delay or deny FMLA/CFRA leave to employees who fail to address deficiencies or otherwise fail to submit requested medical certifications in a timely manner.

The School (through individuals other than the employee's direct supervisor) may contact the employee's health care provider to authenticate a medical certification.

Whenever the School deems it appropriate to do so, it may waive its right to receive timely, complete, and/or sufficient FMLA/CFRA medical certifications.

1. Initial Medical Certifications

Employees requesting leave because of their own or a covered family member's serious health condition, or to care for a covered servicemember, must supply medical certification supporting the need for such leave from their health care provider or, if applicable, the health care provider of their covered family or

service member. If employees provide at least 30 days' notice of medical leave, they should submit the medical certification before leave begins.

If the School has reason to doubt the validity of an initial medical certification regarding the employee's own serious health condition, it may require the employee to obtain a second opinion at the School's expense. If the opinions of the initial and second health care providers differ, the School may, at its expense, require the employee to obtain a third, final and binding certification from a health care provider designated or approved jointly by the School and the employee. The School will reimburse employees for any reasonable "out of pocket" travel expenses incurred to obtain second or third medical opinions.

2. Medical Recertifications

Depending on the circumstances and duration of FMLA/CFRA leave, the School may require employees to provide recertification of medical conditions giving rise to the need for leave. The School will notify employees if recertification is required and will give employees at least 15 calendar days to provide medical recertification. In cases of leave that qualifies under CFRA, recertification will be requested only when the original certification has expired and additional leave is requested.

3. Return-to-Work Release

Unless notified that providing such certifications is not necessary, employees returning to work from FMLA/CFRA leaves that were taken because of their own serious health conditions must provide the School with a release to return to work from their healthcare provider stating they are able to resume work. Employees taking intermittent leave may be required to provide a return-to-work release for such absences up to once every 30 days if reasonable safety concerns exist regarding their ability to perform their duties. The School may delay and/or deny job restoration until employees provide return-to-work releases.

D. Submit Certifications Supporting Need for Military Family Leave

Upon request, the first time employees seek leave due to qualifying exigencies arising out of the covered active duty or call to covered active duty status of a military member, the School may require them to provide:

1. A copy of the military member's active duty orders or other documentation issued by the military indicating the military member is on covered active duty or call to active duty status and the dates of the military member's covered active duty service and
2. A certification from the employee setting forth information concerning the nature of the qualifying exigency for which leave is requested. Employees shall provide a copy of new active-duty orders or other documentation issued by the military for leaves arising out of qualifying exigencies arising out of a different covered active duty or call to covered active-duty status of the same or a different military member.

When leave is taken to care for a covered servicemember with a serious injury or illness as allowed by the FMLA only, the School may require employees to obtain certifications completed by an authorized

health care provider of the covered servicemember. In addition, and in accordance with the FMLA regulations, the School may request that the certification submitted set forth additional information provided by the employee and/or the covered servicemember confirming entitlement to such leave.

E. Reporting Changes to Anticipated Return Date

If the anticipated return to work date changes and it becomes necessary for the employee to take more or less leave than originally anticipated, the employee must provide the School with reasonable notice (i.e., within two (2) business days) of their changed circumstances and new return-to-work date. If employees give the School unequivocal notice of their intent not to return to work, they will be considered to have voluntarily resigned and the School's obligation to maintain health benefits (subject to COBRA requirements) and to restore their positions will cease.

F. Substitute Paid Leave for Unpaid FMLA Leave

Employees are required to substitute accrued paid time while taking an unpaid FMLA/CFRA leave as follows:

- If employees request FMLA/PDL leave because of disability due to pregnancy, childbirth, or related medical conditions (excluding absences for which they are receiving short-term disability benefits), they must first substitute any accrued paid sick leave for unpaid FMLA/PDL leave. Employees may make a written request to substitute accrued, unused vacation, or other paid time off benefits for unpaid FMLA/PDL leave once their sick leave is exhausted.
- If employees request FMLA/CFRA leave because of their own serious health condition (excluding absences for which they are receiving workers' compensation or short-term disability benefits), they must first substitute any accrued paid vacation, sick, or other paid time off for unpaid FMLA/CFRA leave.
- If employees request FMLA/CFRA leave to care for a covered family member with a serious health condition or bond with a newborn child or newly placed child (excluding absences for which they are receiving Paid Family Leave benefits), they must first substitute any accrued paid vacation or other paid time off for unpaid family/medical leave. Once vacation or other paid time off is exhausted, upon their request, they can substitute paid sick leave for unpaid FMLA/CFRA leave to care for a covered family member with a serious health condition. Employees cannot use sick leave to bond with a child when the child is not ill or sick.

For purposes of this substitution requirement, leave is not "unpaid" during any time for which the employee is receiving compensation from the State of California under its State Disability Insurance or Paid Family Leave programs or when receiving compensation from workers' compensation. Employees will not be required to use accrued paid leave hours during any time off under this policy for which they are receiving compensation under these programs. However, where applicable and permitted by law, they will be required to use paid leave accruals during any waiting periods applicable to these programs, and upon written request, the School will allow them to use accrued paid time off to supplement any paid workers' compensation, disability, or Paid Family Leave benefits.

The substitution of paid time off for unpaid family/medical leave time does not extend the length of FMLA/CFRA leaves and the paid time off runs concurrently with the FMLA/CFRA entitlement.

G. Pay Employee's Share of Health Insurance Premiums

As noted above, during FMLA/CFRA leave, employees are entitled to continued group health plan coverage under the same conditions as if they had continued to work. If paid leave is substituted for unpaid family/medical leave, the School will deduct employees' shares of the health plan premium as a regular payroll deduction. If FMLA/CFRA leave is unpaid, employees must pay their portion of the premium through Employees will pay upon return from leave with a payroll deduction. The School's obligation to maintain health care coverage ceases if the premium payment is more than 30 days late. If the payment is more than 15 days late, the School will send a letter notifying the employee that coverage will be dropped on a specified date unless the co-payment is received before that date.

If employees do not return to work for at least 30 calendar days after the end of the leave period (unless they cannot return to work because of a serious health condition or other circumstances beyond their control), they will be required to reimburse the School for the cost of the premiums the School paid for maintaining coverage during their unpaid FMLA/CFRA leave.

H. Coordination of FMLA Leave with Other Leave Policies

The FMLA and CFRA do not affect any federal, state, or local law prohibiting discrimination, or supersede any State or local law which provides greater family or medical leave rights. For additional information concerning leave entitlements and obligations that might arise when FMLA/CFRA leave is either not available or exhausted, please consult the School's other leave policies in this handbook or contact the Head of Human Resources.

QUESTIONS AND/OR COMPLAINTS ABOUT FMLA/CFRA LEAVE

If employees have questions regarding this policy, they should contact the Head of Human Resources. The School is committed to complying with the FMLA and CFRA and, whenever necessary, shall interpret and apply this policy in a manner consistent with the FMLA and CFRA.

The FMLA makes it unlawful for employers to: 1) interfere with, restrain, or deny the exercise of any right provided under FMLA; or 2) discharge, discriminate, threaten, punish, or otherwise retaliate against any person for exercising their rights under the law including requesting FMLA leave, opposing any practice made unlawful by the FMLA or involvement in any investigation or proceeding under or relating to the FMLA including cooperating with a WHD investigation. If employees believe their FMLA rights have been violated, they should contact the Head of Human Resources immediately. The School will investigate any FMLA complaints and take prompt and appropriate remedial action to address and/or remedy any FMLA violation. Employees who believe their rights under the FMLA have been violated also may file FMLA complaints with the WHD or may bring private lawsuits alleging FMLA violations against an employer in court.

8.14 California: Workers' Compensation

On-the-job injuries are covered by IQ Academy California's Workers' Compensation Insurance Policy, which is provided at no cost to employees. If injured on the job, no matter how slightly, employees should report the incident immediately to their supervisor. Failure to follow School procedures may affect one's ability to receive Workers' Compensation benefits.

Any leave of absence due to a workplace injury runs concurrently with all other School leaves of absence. Reinstatement from leave is guaranteed only if required by law. Employees who need to miss work due to a workplace injury must also request a formal leave of absence. See the Leave of Absence sections of this handbook for more information.

8.15 California: Private Employer Witness Leave

Employees who are subpoenaed or otherwise required by law to appear in court as witnesses in any judicial proceeding will not face discharge, discrimination, or retaliation for taking time off to comply with these obligations.

Employees may use vacation, personal leave, paid sick leave, or other paid time off to cover any period of absence under this policy.

Employees must notify their supervisor as soon as possible upon receiving a subpoena or court order and provide reasonable advance notice of their intention to take time off, unless providing such notice is not feasible. When an unscheduled absence occurs, the School will not take any adverse action against employees if, within a reasonable time after the absence, they provide supporting certification upon the School's request.

This policy does not create a right for employees to take unpaid leave that exceeds the unpaid leave time that is allowed under, or is in addition to, the unpaid leave time permitted by the 12 weeks provided under the federal Family and Medical Leave Act.

8.16 California: Discrimination, Harassment, and Retaliation Prevention

IQ Academy California does not tolerate and prohibits discrimination, harassment, or retaliation of or against job applicants, contractors, interns, volunteers, or employees by another employee, supervisor, vendor, customer, or third party based on actual or perceived race, color, creed, religion, age, sex or gender (including pregnancy, childbirth, and related medical conditions), sexual orientation, gender identity or gender expression (including transgender status), national origin, ancestry, marital status, protected medical condition as defined by state law (including cancer or genetic characteristics), physical or mental disability, military and veteran status, reproductive health decision making, genetic

information, or any other characteristic protected by applicable federal, state, or local laws and ordinances. Further, the School prohibits discrimination, harassment, and retaliation on the basis of any combination of protected characteristics. The School is committed to a workplace free of discrimination, harassment, and retaliation.

The School management team is dedicated to ensuring the fulfillment of this policy as it applies to all terms and conditions of employment, including recruitment, hiring, placement, promotion, transfer, training, compensation, benefits, employee activities, and general treatment during employment.

Discrimination Defined

Discrimination under this policy means treating differently or denying or granting a benefit to an individual because of the individual's protected characteristic.

Harassment Defined

Harassment is defined in this policy as unwelcome verbal, visual, or physical conduct creating an intimidating, an offensive, or a hostile work environment that interferes with work performance. Harassment can be verbal (including slurs, jokes, insults, epithets, gestures, or teasing), visual (including offensive posters, symbols, cartoons, drawings, computer displays, text messages, social media, or emails), or physical conduct (including physically threatening another, blocking someone's way, etc.) that denigrates or shows hostility or aversion toward an individual because of any protected characteristic. Such conduct violates this policy, even if it is not unlawful. Because it is difficult to define unlawful harassment, employees are expected to behave at all times in a manner consistent with the intended purpose of this policy.

Sexual Harassment Defined

Sexual harassment can include all the above actions, as well as other unwelcome conduct, such as unwelcome or unsolicited sexual advances, requests for sexual favors, conversations regarding sexual activities, and other verbal or physical conduct of a sexual nature. Sexual harassment includes unwelcome or unwanted conduct that is either of a sexual nature or directed at an individual because of that individual's sex when:

- Submission to that conduct or to those advances or requests is made either explicitly or implicitly a term or condition of an individual's employment;
- Submission to or rejection of the conduct or advances or requests by an individual is used as the basis for employment decisions affecting the individual; or
- The conduct or advances or requests have the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Examples of conduct that violate this policy include:

- Unwelcome or unwanted sexual advances, flirtations, advances, leering, whistling, touching, pinching, assault, and blocking normal movement;

- Requests for sexual favors or demands for sexual favors in exchange for favorable treatment;
- Obscene or vulgar gestures, posters, or comments;
- Sexual jokes or comments about a person's body, sexual prowess, or sexual deficiencies;
- Propositions or suggestive or insulting comments of a sexual nature;
- Derogatory cartoons, posters, and drawings;
- Sexually explicit emails, text messages, or voicemails;
- Uninvited touching of a sexual nature;
- Unwelcome or unwanted sexually related comments;
- Conversation about one's own or someone else's sex life;
- Conduct or comments consistently targeted at only one (1) gender, even if the content is not sexual; and
- Teasing or other conduct directed toward a person because of the person's gender.

Retaliation Defined

Retaliation means adverse conduct taken because an individual reported an actual or a perceived violation of this policy, opposed practices prohibited by this policy, or participated in the reporting and investigation process described below. "Adverse conduct" includes but is not limited to:

- Shunning and avoiding an individual who reports harassment, discrimination, or retaliation;
- Express or implied threats or intimidation intended to prevent an individual from reporting harassment, discrimination, or retaliation; and
- Denying employment benefits because an applicant or employee reported harassment, discrimination, or retaliation or participated in the reporting and investigation process described below.

All discrimination, harassment, and retaliation is unacceptable in the workplace and in any work-related settings such as business trips and business-related social functions, regardless of whether the conduct is engaged in by a supervisor, a coworker, a client, a customer, a vendor, or another third party.

Reporting Procedures

The following steps have been put into place to ensure the work environment is respectful, professional, and free of discrimination, harassment, and retaliation. If the employee believes someone has violated this policy or the Equal Employment Opportunity Policy, the employee should promptly bring the matter to the immediate attention of the Head of School. (Phone numbers are available through the School directory.) If this individual is the person toward whom the complaint is directed, the employee should contact any higher-level manager in the reporting chain. If the employee makes a complaint under this policy and has not received a satisfactory response within five (5) business days, the Human Resources Director should be contacted immediately. (Phone numbers are available through the School directory.)

Every supervisor who learns of any employee's concern about conduct in violation of this policy or the Equal Employment Opportunity Policy, whether in a formal complaint or informally, or who otherwise is

aware of conduct in violation of this policy or our Equal Employment Opportunity Policy must immediately report the issues raised to the Head of School.

Investigation Procedures

Upon receiving a complaint, the School will promptly conduct a fair and thorough investigation into the facts and circumstances of any claim of a violation of this policy or the Equal Employment Opportunity policy. To the extent possible, the School will endeavor to keep the reporting employee's concerns confidential. However, complete confidentiality may not be possible in all circumstances.

During the investigation, the School generally will interview the complainant and the accused, conduct further interviews as necessary, and review any relevant documents or other information. Upon completion of the investigation, the School shall determine whether this policy has been violated based on its reasonable evaluation of the information gathered during the investigation. The School will inform the complainant and the accused of the results of the investigation.

The School will take corrective measures against any person who it finds to have engaged in conduct in violation of this policy, if the School determines such measures are necessary. These measures may include, but are not limited to, counseling, suspension, or immediate termination. Anyone, regardless of position or title, who the School determines has engaged in conduct that violates this policy will be subject to discipline up to and including termination.

Training

All employees are required to undergo harassment prevention training as required by applicable law. For more information about this training requirement, employees should go to https://calcivilrights.ca.gov/shptfaq-employee/.

Retaliation Prohibited

In addition to being a violation of this policy, harassment, discrimination, or retaliation also can be against the law. Employees who engage in conduct that rises to the level of a violation of law can be held personally liable for such conduct.

Remember, the School cannot remedy claimed discrimination, harassment, or retaliation unless employees bring these claims to the attention of management. Employees should not hesitate to report any conduct they believe violates this policy.

8.17 California: Voting Leave

In the event employees do not have sufficient time outside of working hours to vote in a statewide election, employees may take off sufficient working time to vote. This time should be taken at the beginning or end of the regular work schedule, whichever allows the most free time for voting and the least time off from work. Employees will be allowed a maximum of two (2) hours of voting leave on

Election Day without loss of pay. Where possible, supervisors should be notified of the need for leave at least two (2) working days prior to the Election Day.

8.18 California: Statutory Short-Term Disability Benefits

IQ Academy California also provides statutory short-term disability insurance.

This is solely a monetary benefit and not a leave of absence. Employees who will be out of work must also request a formal leave of absence. See the Leave of Absence sections of this handbook for more information.

8.19 California: Leave for Qualifying Acts of Violence

Any employee who is a victim or whose family member is a victim of a qualifying act of violence, may take unpaid leave for up to 12 weeks in any 12-month period for the following reasons:

- To obtain or attempt to obtain any relief for the family member. Relief includes, but is not limited to, a temporary restraining order, restraining order, or other injunctive relief to help ensure the health, safety, or welfare of the family member of the victim.
- To seek, obtain, or assist a family member to seek or obtain medical attention for or to recover from injuries caused by a qualifying act of violence.
- To seek, obtain, or assist a family member to seek or obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency as a result of a qualifying act of violence.
- To seek, obtain, or assist a family member to seek or obtain psychological counseling or mental health services related to an experience of a qualifying act of violence.
- To participate in safety planning or take other actions to increase safety from future qualifying acts of violence.
- To relocate or engage in the process of securing a new residence due to the qualifying act of violence, including, but not limited to, securing temporary or permanent housing or enrolling children in a new school or childcare.
- To provide care to a family member who is recovering from injuries caused by a qualifying act of violence.
- To seek, obtain, or assist a family member to seek or obtain civil or criminal legal services in relation to the qualifying act of violence.
- To prepare for, participate in, or attend any civil, administrative, or criminal legal proceeding related to the qualifying act of violence.
- To seek, obtain, or provide childcare or care to a care-dependent adult if the childcare or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

If any employee's family member is a victim who is not deceased as a result of crime, and the employee is not a victim, the employee may only take a leave of 10 days under this policy. If the employee's family member is a victim who is not deceased as a result of a crime, and the employee is not a victim, and the employee takes leave to relocate or engage in the process of securing a new residence due to the qualifying act of violence, including, but not limited to, securing temporary or permanent housing or enrolling children in a new school or childcare, the employee may only take leave for five (5) days.

For purposes of this policy, "family member" means a child, parent, grandparent, grandchild, sibling, spouse, domestic partner, or designated person. "Designated person" means any individual related by blood or whose association with the employee is the equivalent of a family relationship. The designated person may be identified by the employee at the time the employee requests the leave. Employees may only designate one (1) person per 12-month period.

For purposes of this policy, "qualifying act of violence" means any of the following, regardless of whether anyone is arrested for, prosecuted for, or convicted of committing any crime:

- Domestic violence;
- Sexual assault;
- Stalking; or
- An act, conduct, or pattern of conduct that includes any of the following:
    - In which an individual causes bodily injury or death to another individual;
    - In which an individual exhibits, draws, brandishes, or uses a firearm, or other dangerous weapon, with respect to another individual; or
    - In which an individual uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death.

IQ Academy California may require proof of the employee's participation in these activities. Whenever possible, employees must provide their supervisor reasonable notice before taking any time off under this policy.

Employees may substitute any accrued vacation, sick, or other time off for the leave under this policy. Leave under this policy does not extend the time allowable under the "Family and Medical Leave" and "California Family Rights Act" policies in this handbook.

No employees will be subject to discrimination or retaliation because of their status as a victim or whose family member is a victim of a qualifying act of violence. Any employee who is a victim, or whose family member is a victim of a qualifying act of violence may request other workplace accommodations such as a transfer, schedule modification, implementation of safety measures, or referral to victim assistance. The School will engage in a good faith interactive process to determine reasonable accommodations, considering any immediate danger, so long as it does not cause undue hardship on business operations.

8.20 California: Bereavement Leave

Employees who have been employed for at least 30 days may take bereavement leave of up to five (5) days upon the death of a family member. For the purposes of this policy, a family member includes a spouse or a child, parent, sibling, grandparent, grandchild, domestic partner, , or parent-in-law.

Bereavement leave need not be consecutive but must be completed within three (3) months of the family member's death.

Bereavement leave will be paid at the employee's base rate of pay at the time of absence for the number of hours the employee otherwise would have worked that day. Bereavement leave is not counted as hours worked for purposes of calculating overtime.

If requested by the School, employees must provide documentation of the death of the family member within 30 days of the first day's leave. Documentation includes, but is not limited to, a death certificate, a published obituary, or written verification of death, burial, or memorial services from a mortuary, funeral home, burial society, crematorium, religious institution, or governmental agency.

The School will maintain the confidentiality of any employee requesting leave under this policy including documentation provided to the School related to a request for leave. Employees wishing to utilize bereavement leave should contact the Human Resources Director. Employees will not be subject to adverse action for exercising rights or attempting to exercise rights under this policy, opposing practices that they believe to be in violation of this policy, or supporting the exercise of rights of another under this policy.

8.21 California: Reproductive Loss Leave

Employees who have been employed for at least 30 days will be provided with up to five (5) days of reproductive loss leave following a reproductive loss event. Employees who experience more than one (1) reproductive loss event within a 12-month period are limited to 20 days of reproductive loss leave in a 12-month period. For purposes of this policy, a reproductive loss event means the day or, for a multiple-day event, the final day of a failed adoption, failed surrogacy, miscarriage, stillbirth, or an unsuccessful assisted reproduction via artificial insemination or an embryo transfer.

Leave may only be taken on regularly scheduled workdays. Leave does not need to be taken on consecutive days. Leave must be completed within three (3) months of the reproductive loss event, except that if the employee is on some other leave from work prior to or immediately following a reproductive loss event, the reproductive loss leave is available for use during the three (3) months following the end date of the other leave.

Reproductive loss leave is unpaid, except to the extent the employee is eligible for paid leave for these purposes under other the School policies. The employee may elect to use accrued (vacation, personal

days, or sick leave) to receive pay during any unpaid leave taken under this policy. Leave provided pursuant to this policy will run concurrently with any other applicable leave of absence for covered reasons, to the maximum extent permitted by applicable law. The substitution of paid time for unpaid leave time does not extend the length of leave and the paid time will run concurrently with the employee's reproductive loss leave entitlement.

Employees must inform their supervisor prior to commencing reproductive loss leave. The School will maintain the confidentiality of any employee requesting leave under this policy including information provided to the School related to a request for leave.

8.22 California: Paid Family Leave Benefits

Employees may be eligible to receive benefits through the California Paid Family Leave (PFL) program, which is administered by the Employment Development Department (EDD), when they take leave to:

- Care for a child, spouse, parent, grandparent, grandchild, sibling, parent-in-law, or registered domestic partner with a serious health condition;
- Bond with a minor child within the first year of the child's birth or placement in connection with foster care or adoption; or
- Participate in a qualifying exigency related to the covered active duty or call to covered active duty of the employee's spouse, domestic partner, child, or parent in the Armed Forces of the United States.

These benefits are financed solely through employee contributions to the PFL program. That program is solely responsible for determining if the employee is eligible for such benefits.

If employees need to take time off work for any of the reasons set forth above, they must advise IQ Academy California, and they will be given information about the EDD's PFL program and how to apply for benefits. Employees also may contact their local EDD Office for further information. Employees should maintain regular contact with the School during the time off work so the School may monitor the employee's return-to-work status. In addition, the employee should contact the School when ready to return to work so the School may determine what positions, if any, are open.

Employees taking time off work for any of the reasons set forth above are not guaranteed job reinstatement unless they qualify for such reinstatement under federal or state family and medical leave laws.

Any time off for Paid Family Leave purposes will run concurrently with other leaves of absence, such as Family and Medical Leave/California Family Rights Act Leave, if applicable. Please see the "Family and Medical Leave/California Family Rights Act" policies in this handbook for eligibility requirements, if applicable.

8.23 California: Time off for Crime Victims

Employees who have been victims of serious or violent felonies, as specified under California law, or felonies relating to theft or embezzlement may take time off work to attend judicial proceedings related to the crime. Employees may also take time off if an immediate family member has been a victim of such crimes and the employee needs to attend judicial proceedings related to the crime. "Immediate family member" is defined as a person to whom the employee is legally married under the laws of any state, domestic partner, child, child of a registered domestic partner, stepchild, or person to whom employee stood in loco parentis when the person was a minor, sibling, stepsibling, half-sibling, parent, stepparent, foster parent, or legal guardian.

Employees must give their supervisor a copy of the court notice given to the victim of each scheduled proceeding before taking time off, unless advance notice to IQ Academy California of the need for time off is not feasible. When advance notice is not feasible, the employee must provide the School with documentation evidencing the judicial proceeding, within a reasonable time after the absence. The documentation may be from the court or government agency setting the hearing, the district attorney or prosecuting attorney's office or the victim/witness office that is advocating on behalf of the victim.

Employees may elect to use accrued paid vacation time, paid sick leave time, or other paid time off for the absence. If the employee does not elect to use paid time off, the absence will be unpaid. However, exempt employees will be paid their full salary for any workweek interrupted by the need for time off under this policy.

8.24 California: Literacy Assistance

IQ Academy California is committed to providing assistance to employees who require time off to participate in an adult education program for literacy assistance. If employees need time off to attend such a program, they should inform their direct supervisor or the Human Resources Department. The School will attempt to make reasonable accommodations by providing unpaid time off or an adjusted work schedule, provided the accommodation does not impose an undue hardship on the School. The School will attempt to safeguard the privacy of employees' enrollment in an adult education program.

8.25 California: Pregnancy Disability Leave

If employees are disabled by pregnancy, childbirth or related medical conditions, they are eligible to take a pregnancy disability leave (PDL).

Employees may request leave by notifying their supervisor or ADP TotalSource at 1-844-448-0325, or email: Leaves@adp.com.

If affected by pregnancy or a related medical condition, employees also are eligible to transfer to a less strenuous or hazardous position or to less strenuous or hazardous duties, if such a transfer is medically advisable and can be reasonably accommodated. Employees disabled by qualifying conditions may also be entitled to other reasonable accommodations where doing so is medically necessary. In addition, if it is medically advisable for employees to take intermittent leave or work a reduced schedule, School may require them to transfer temporarily to an alternative position with equivalent pay and benefits that can better accommodate recurring periods of leave.

The PDL is for any period(s) of actual disability caused by pregnancy, childbirth or related medical condition up to four (4) months per pregnancy. For purposes of this policy, "four months" means time off for the number of days the employee would normally work within the four calendar months (one-third of a year, or 17 1/3 weeks), following the commencement date of taking a pregnancy disability leave. For a full time employee who works 40 hours per week, "four months" means 693 hours of leave entitlement, based on 40 hours per week times 17 1/3 weeks. Employees working a part-time schedule will have their PDL calculated on a pro-rata basis.

The PDL does not need to be taken in one continuous period of time, but can be taken on an intermittent basis pursuant to the law.

Time off needed for prenatal or postnatal care, severe morning sickness, gestational diabetes, pregnancy-induced hypertension, preeclampsia, doctor-ordered bed rest, postpartum depression, loss or end of pregnancy, and recovery from childbirth or loss or end of pregnancy are all covered by PDL.

To receive reasonable accommodation, obtain a transfer or take a PDL, employees must provide sufficient notice so School can make appropriate plans. Thirty days' advance notice is required if the need for the reasonable accommodation, transfer or PDL is foreseeable, otherwise as soon as practicable if the need is an emergency or unforeseeable.

Employees are required to obtain a certification from their health care provider of the need for pregnancy disability leave or the medical advisability of an accommodation or for a transfer. The certification is sufficient if it contains: (1) a description of the requested reasonable accommodation or transfer; (2) a statement describing the medical advisability of the reasonable accommodation or transfer because of pregnancy; and (3) the date on which the need for reasonable accommodation or transfer became or will become medically advisable and the estimated duration of the reasonable accommodation or transfer.

A medical certification indicating disability necessitating a leave is sufficient if it contains: (1) a statement that the employee needs to take pregnancy disability leave because she is disabled by pregnancy, childbirth or a related medical condition; (2) the date on which the employee became disabled because of pregnancy; and (3) the estimated duration of the leave.

Upon request, your supervisor or ADP TotalSource shall provide you with a medical certification form that you can take to your doctor.

As a condition of returning from pregnancy disability leave or transfer, School requires the employee to obtain a release from a health care provider stating that she is able to resume the original job duties **with or without reasonable accommodation.**

PDL is unpaid. At the employee's option, she can use any accrued vacation time or other accrued paid time off as part of the PDL before taking the remainder of leave on an unpaid basis. We require, however, that the employee use any available sick time during the PDL. The substitution of any paid leave will not extend the duration of the PDL. Employees who participate in the School's group health insurance plan will continue to participate in the plan while on PDL under the same terms and conditions as if they were working. Benefit continuation under PDL is distinct from benefit continuation for employees who also take birth bonding leave under the California Family Rights Act. Employees should make arrangements with Human Resources for payment of their share of the insurance premiums.

We encourage employees to contact the California Employment Development Department regarding eligibility for state disability insurance for the unpaid portion of the leave.

If employees do not return to work on the originally scheduled return date, nor request in advance an extension of the agreed upon leave with appropriate medical documentation, they may be deemed to have voluntarily terminated their employment with School.

Failure to notify School of their ability to return to work when it occurs, or continued absence from work because the leave must extend beyond the maximum time allowed, may be deemed a voluntary termination of employment with School, unless employees are entitled to Family and Medical Leave, or entitled to further leave pursuant to applicable law.

Upon return from a covered PDL, the employee, in most instances, will be reinstated to the same position.

Taking a PDL may affect some benefits and the employee's seniority date. If the employee wants more information regarding eligibility for PDL and the impact of the leave on seniority and benefits, the employee should contact their supervisor or ADP TotalSource at 1-844-448-0325, or email: Leaves@adp.com.

Any request for leave after the disability has ended will be treated as a request for family care leave under the California Family Rights Act (CFRA) and the federal Family and Medical Leave Act (FMLA), if the employee is eligible for that type of leave. PDL runs concurrently with FMLA (but not CFRA). Employees should refer to the FMLA policy. Employees who are not eligible for leave under the CFRA or FMLA will have a request for additional leave treated as a request for disability accommodation.

8.26 California: Rehabilitation Leave

IQ Academy California is committed to providing assistance to our employees to overcome substance abuse problems. The School will reasonably accommodate any employee who wishes to voluntarily enter and participate in an alcohol or drug rehabilitation program. This accommodation may include time off without pay or an adjusted work schedule, provided the accommodation does not impose an undue hardship on the School. Employees may also use accumulated sick days, if applicable, for this purpose.

Employees should notify Human Resources if they need such accommodation. The School will take reasonable steps to safeguard privacy with respect to enrollment in an alcohol or drug rehabilitation program.

8.27 California: Time off for School Related Activities

Employees that work at a location with 25 or more employees are provided unpaid time off up to 40 hours in one (1) calendar year if they are parents (including individuals acting in the capacity of a parent under the law), guardians, stepparents, foster parents or grandparents with custody of a child attending, or of age to attend, a licensed child care provider or kindergarten through Grade 12. The unpaid leave must be used for the following child-related activities:

1. to find, enroll or reenroll the child in a school or with a licensed child care provider, or to participate in activities of the school or licensed child care provider of the child.
2. to address a child care provider or school emergency, meaning that the child cannot remain in school or with a child care provider due to one of the following:
    - the school or child care provider has requested that the child be picked up or has an attendance policy, excluding planned holidays, that prohibits the child from attending or requires the child to be picked up from the school or child care provider;
    - behavioral or discipline problems;
    - closure or unexpected unavailability of the school or child care provider, excluding planned holidays; or
    - a natural disaster, including, but not limited to, fire, earthquake or flood.

The amount of time off for reason #1 cannot exceed eight (8) hours in any calendar month of the year. Prior to taking leave for reason #1 above, the employee must provide reasonable notice of the planned absence to the Human Resources Director. The employee must give notice to the Human Resources Director when taking leave for reason #2 above.

If more than one parent of a child is employed at the same worksite, leave for the reasons above apply, at any one time, only to the parent who first gives notice, such that another parent may take a planned absence simultaneously as to that same child for the reasons above, but only if the parent obtains approval from the Human Resources Director for the requested time off.

Employees may be required to provide documentation of their participation in these activities. Parents, guardians or grandparents with custody of schoolchildren who have been suspended also are allowed to take unpaid time off to appear at the school pursuant to the school's request. Employees may use accrued paid time off for purposes of the leave taken under this policy.

8.28 California: Time off for Volunteer Firefighters, Reserve Peace Officers, and Emergency Rescue Personnel

Employees who are volunteer firefighters, reserve peace officers, or emergency rescue personnel are permitted unpaid time off, not to exceed 14 days per calendar year, for the purpose of engaging in fire, law enforcement, or emergency rescue training.

Employees are also permitted unpaid time off from work to perform emergency duty as a volunteer firefighter, reserve peace officer, or emergency rescue personnel.

If the employees request time off under the policy, they must notify their direct supervisor immediately after the need for the leave becomes known.

Section 9 - Nevada Addendum

9.1 Nevada: Pregnancy Accommodations

According to the Nevada Pregnant Workers' Fairness Act (effective October 1, 2017) (the "Act"), employees have the right to be free from discriminatory or unlawful employment practices based on pregnancy, childbirth or a related medical condition and are entitled to reasonable accommodation.

Under the Act, the School may not:

- deny a reasonable accommodation to employees and applicants, upon request, for a condition related to pregnancy, childbirth or a related medical condition, unless an accommodation would impose an undue hardship on the business of the School;
- take adverse employment actions against the employee or applicant based on a need for a reasonable accommodation;
- deny an employment opportunity to a qualified employee or applicant based on a need for a reasonable accommodation; and
- require the employee or applicant to accept an accommodation that the employee or applicant did not request or chooses not to accept or to take leave from employment if an accommodation is unavailable.

Reasonable accommodations may include, but are not limited to:

1. modifying equipment or providing different seating;
2. revising break schedules, which may include revising the frequency or duration of breaks;
3. providing space in an area other than a bathroom that may be used for expressing breast milk;
4. providing assistance with manual labor if the manual labor is incidental to the primary work duties of the employee;
5. authorizing light duty;
6. temporarily transferring the employee to a less strenuous or hazardous position; or
7. restructuring a position or providing a modified work schedule.

Under the Act, the School may require the employee to submit written medical certification from the employee's physician substantiating the need for an accommodation because of pregnancy, childbirth or related medical conditions, and the specific accommodation recommended by the physician.

Any employee who needs to request an accommodation due to pregnancy, childbirth or a related condition or who has questions regarding this policy should contact the Human Resources Director.

9.2 Nevada: Overtime

Like most successful companies, the company experiences periods of extremely high activity. During these busy periods, additional work is required from all of us. Supervisors are responsible for monitoring business activity and requesting overtime work if it is necessary. Efforts will be made to provide employees with adequate advance notice in such situations.

Non-exempt employees generally will be paid overtime at the rate of time and one-half (1.5) times their normal hourly wage for all hours worked in excess of 40 hours in one (1) week. Additionally, non-exempt employees that earn less than one and one-half (1.5) times the minimum wage rate will receive one and one-half (1.5) times their normal hourly wage for all hours worked in excess of eight (8) hours in one (1) day, unless mutually agreed that the employee will work ten (10) hours per day over four (4) calendar days within a workweek.

Employees may work overtime only with management authorization.

Paid time off, holidays or any leave of absence will not be considered hours worked for purposes of performing overtime calculations.

For purposes of calculating overtime for non-exempt employees, the workweek begins at 12 a.m. on Monday and ends 168 hours later at 12 a.m. on the following Monday.

9.3 Nevada: Voting Leave

In the event employees do not have sufficient time outside of working hours to vote in an election, employees may take off working time to vote. Sufficient time is considered to be:

- one (1) hour if the polls are less than two (2) miles from the employee's place of employment;
- two (2) hours if the polls are between two (2) and ten (10) miles from the employee's place of employment; and
- three (3) hours if the polls are over ten (10) miles from the employee's place of employment.

This time should be taken at the beginning or end of the regular work schedule, whichever allows the most free time for voting and the least time off from work. Employees will be allowed voting leave on Election Day without loss of pay or retaliation. Supervisors must be notified of the need for leave in advance of Election Day. Supervisors may specify when leave may be taken.

9.4 Nevada: Time off for School Related Activities

Applies to employers with 50 or more employees for each working day in each of 20 or more calendar weeks in the current calendar year)

Employees may be provided unpaid time off up to 4 hours in one (1) school year per child if they are parents, guardians, or custodians of a child enrolled in a public or private school. The unpaid leave must be used for the following school-related activities:

- Attend parent-teacher conferences;
- Attend school-related activities during regular school hours;
- Volunteer or otherwise be involved at the school in which his or her child is enrolled during regular school hours; or
- Attend school-sponsored events.

Time off must be used in increments of one (1) hour. At least five (5) school days prior to taking leave, the employee must provide a written request for leave to their supervisor. The leave must be at a time mutually agreed upon by the company and the employee.

Employees may be required to provide documentation of their participation in these activities during the time of the leave. Employees may use accrued paid time off for purposes of the leave taken under this policy.

The Company prohibits termination of employment, demotion, suspension, or any other type of discrimination against any employee that is a parent, guardian or custodian of a child that takes leave in accordance with this policy.

9.5 Nevada: Volunteer Emergency Responders Leave

Employees who are volunteer members of the Nevada Wing of the Civil Air Patrol are eligible for time off from work for training or emergency missions. Employees are eligible for up to 10 workdays to train for emergency missions (including search and rescue and disaster response); or up to 30 workdays to respond to an emergency mission.

Employees requesting leave must provide the following when they request Civil Air Patrol Leave:

- Certification that they are authorized by the United States Air Force, the Governor or a political subdivision of the State to respond to or train for an emergency mission; and
- The Civil Air Patrol's verification of the emergency need for their volunteer service.

Such time off will be unpaid for nonexempt employees. Exempt employees will be paid in accordance with federal and state wage and hour laws.

9.6 Nevada: Leave and Accommodation for Victims of Domestic Violence or Sexual Assault

Employees who have worked for the School for at least 90 days, and who are the victims of domestic violence or sexual assault or whose family or household member is a victim of domestic violence or sexual assault, may take time off work for up to 160 hours in one (1) 12-month period, beginning on the date when the act of domestic violence or sexual assault occurred (and the employee is NOT the alleged perpetrator of the domestic violence or sexual assault).

Leave under this policy may be taken for the following reasons:

- For the diagnosis, care, or treatment of a health condition related to an act of domestic violence or sexual assault committed against the employee or the employee's family or household member;
- To obtain counseling or assistance related to an act of domestic violence or sexual assault committed against the employee or the employee's family or household member;
- To participate in court proceedings related to an act of domestic violence or sexual assault committed against the employee or the employee's family or household member; or
- To establish a safety plan, including any action to increase the safety of the employee or the employee's family or household member from a future act of domestic violence or sexual assault.

For purposes of this policy, a "family or household member" means a spouse, domestic partner, minor child, or parent or another adult who is related within the first degree of consanguinity or affinity to the employee, or other adult person who is or was actually residing with the employee at the time the act of domestic violence or sexual assault was committed.

For purposes of this policy, "domestic violence" occurs when a person commits one (1) of the following acts against or upon the person's spouse, former spouse, any other person to whom the person is related by blood or marriage, any other person with whom the person is or was actually residing, any other person with whom the person has had or is having a dating relationship, any other person with whom the person has a child in common, the minor child of any of those persons, the person's minor child, or any other person who has been appointed the custodian or legal guardian for the person's minor child:

a. A battery;
b. An assault;
c. Compelling the other person by force or threat of force to perform an act from which the other person has the right to refrain or to refrain from an act which the other person has the right to perform;
d. A sexual assault;
e. A knowing, purposeful, or reckless course of conduct intended to harass the other person. Such conduct may include, but is not limited to:
    1. Stalking;
    2. Arson;

3. Trespassing;
4. Larceny;
5. Destruction of private property;
6. Carrying a concealed weapon without a permit; or
7. Injuring or killing an animal.

f. A false imprisonment; or
g. Unlawful entry of the other person's residence, or forcible entry against the other person's will if there is a reasonably foreseeable risk of harm to the other person from the entry.

For purposes of this policy, "sexual assault" occurs when a person:

a. Subjects another person to sexual penetration, or forces another person to make a sexual penetration on themselves or another, or on a beast, against the will of the victim or under conditions in which the perpetrator knows or should know that the victim is mentally or physically incapable of resisting or understanding the nature of the perpetrator's conduct; or
b. Commits a sexual penetration upon a child younger than the age of 14 years or causes a child younger than the age of 14 years to make a sexual penetration on themselves or another, or on a beast.

Nevada law provides that leave may be unpaid or paid at the discretion of the employer. The School will permit employees to use any accrued, unused paid time off while taking leave under this policy.

Leave under this policy may be used in a single block of time or intermittently. Leave under this policy also will run concurrently (at the same time) with FMLA leave, if leave is otherwise FMLA-qualifying. Leave under this policy does not extend the time allowable under the "Family and Medical Leave Act" policy in this handbook.

After taking any time off due to an act of domestic violence or sexual assault, employees must provide their supervisor at least 48 hours advance notice before taking any additional time off under this policy.

The School may require documentation of the employee's participation in these activities that confirms or supports the reason the employee provided for requesting leave. For example, the School may require:

- A police report;
- Copy of an application for an order for protection;
- Affidavit from an organization which provides services to victims of domestic violence or sexual assault; or
- Documentation from a physician.

Any documentation requested or received by the School will be kept confidential in a private medical file (and will not be contained in the general personnel file).

The employee who is the victim of domestic violence or sexual assault (or whose family or household member is such a victim) may request reasonable accommodation with respect to the employee's safety

while at work. Reasonable accommodation may include the implementation of safety measures, including a transfer, reassignment, modified schedule, changed work telephone, or any other reasonable accommodation that does not create an undue hardship deemed necessary to ensure the safety of the employee, the workplace, the the School, and other employees.

Eligible employees desiring an accommodation should notify the Human Resources Director. the Human Resources Director will then engage in an interactive process with the employee to determine possible effective reasonable accommodations. As part of the interactive process, the Human Resources Director may require the employee to provide appropriate certification. Employees who no longer need an accommodation must notify the Human Resources Director of any change in circumstance. Similarly, employees who have been provided an accommodation must notify the Human Resources Director if the employee requires a new accommodation.

The School also will not discipline, discriminate, or retaliate against employees because they are a known victim of domestic violence or sexual assault; because they requested and took leave and/or requested accommodation under this policy; or because they participated as a witness or interested party in a court proceeding related to domestic violence or sexual assault that relates to the use of leave under this policy. The School also will not require employees to find a replacement or substitute to cover their position or work as a condition of using leave under this policy.

Section 10 - Acknowledgments

10.1 General Handbook Acknowledgment

This Employee handbook is an important document intended to help employees become acquainted with IQ Academy California. This document is intended to provide guidelines and general descriptions only; it is not the final word in all cases. Individual circumstances may call for individual attention.

Because the School's operations may change, the contents of this handbook may be changed at any time, with or without notice, in an individual case or generally, at the sole discretion of management.

Please read the following statements and sign below to indicate your receipt and acknowledgment of this handbook.

I have received and read a copy of IQ Academy California's Employees handbook. I understand that the policies, rules and benefits described in it are subject to change at the sole discretion of the School at any time.

I further understand that my employment is terminable at will, either by myself or the School, with or without cause or notice, regardless of the length of my employment or the granting of benefits of any kind.

I understand that no representative of IQ Academy California other than the Head of School or the Human Resources Director may alter "at will" status and any such modification must be in a signed writing.

I understand that my signature below indicates that I have read and understand the above statements and that I have received a copy of the School's Employee handbook.

Employee's Printed Name: _____

Employee's Signature: _____

Position: _____

Date: _____

The signed original copy of this acknowledgment should be given to management - it will be filed in your personnel file.

10.2 Receipt of Non-Harassment Policy

It is IQ Academy California's policy to prohibit intentional and unintentional harassment of or against job applicants, contractors, interns, volunteers, or employees by another employee, supervisor, vendor, customer, or any third party on the basis of actual or perceived race, color, creed, religion, national origin, ancestry, citizenship status, age, sex or gender (including pregnancy, childbirth, and pregnancy-related conditions), gender identity or expression (including transgender status), sexual orientation, marital status, military service and veteran status, physical or mental disability, genetic information, or any other characteristic protected by applicable federal, state, or local laws (referred to as "protected characteristics"). Such conduct will not be tolerated by IQ Academy California.

The purpose of this policy is not to regulate any employee's personal morality, but to ensure that no one harasses another individual in the workplace, including while on School premises, while on School business (whether or not on School premises) or while representing the School. In addition to being a violation of this policy, harassment or retaliation based on any protected characteristic as defined by applicable federal, state, or local laws also is unlawful. For example, sexual harassment and retaliation against an individual because the individual filed a complaint of sexual harassment or because an individual aided, assisted, or testified in an investigation or proceeding involving a complaint of sexual harassment as defined by applicable federal, state, or local laws are unlawful.

Harassment Defined

Harassment generally is defined in this policy as unwelcome verbal, visual, or physical conduct that denigrates or shows hostility or aversion towards an individual because of any actual or perceived protected characteristic or has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Harassment can be verbal (including slurs, jokes, insults, epithets, gestures, or teasing), visual (including offensive posters, symbols, cartoons, drawings, computer displays, text messages, social media posts, or emails), or physical conduct (including physically threatening another, blocking someone's way, etc.). Such conduct violates this policy, even if it does not rise to the level of a violation of applicable federal, state, or local laws. Because it is difficult to define unlawful harassment, employees are expected to behave at all times in a manner consistent with the intended purpose of this policy.

Sexual Harassment Defined

Sexual harassment can include all the above actions, as well as other unwelcome conduct, such as unwelcome or unsolicited sexual advances, requests for sexual favors, conversations regarding sexual activities, and other verbal, visual, or physical conduct of a sexual nature when:

- Submission to that conduct or those advances or requests is made either explicitly or implicitly a term or condition of an individual's employment;

- Submission to or rejection of the conduct or advances or requests by an individual is used as the basis for employment decisions affecting the individual; or
- The conduct or advances or requests have the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Examples of conduct that violate this policy include:

- Unwelcome flirtations, leering, whistling, touching, pinching, assault, or blocking normal movement;
- Requests for sexual favors or demands for sexual favors in exchange for favorable treatment;
- Obscene or vulgar gestures, posters, or comments;
- Sexual jokes or comments about a person's body, sexual prowess, or sexual deficiencies;
- Propositions or suggestive or insulting comments of a sexual nature;
- Derogatory cartoons, posters, and drawings;
- Sexually explicit emails, text messages, or voicemails;
- Uninvited touching of a sexual nature;
- Unwelcome sexually related comments;
- Conversation about a person's own or someone else's sex life;
- Conduct or comments consistently targeted at a single gender, even if the content is not sexual; and
- Teasing or other conduct directed toward a person because of the person's gender.

Reporting Procedures

If the employee has been subjected to or witnessed conduct which violates this policy, the employee should immediately report the matter to the Head of School. If the employee is unable for any reason to contact this person or if the employee has not received an initial response within five (5) business days after reporting any incident of what the employee perceives to be harassment, the employee should contact the Human Resources Director. If the person toward whom the complaint is directed is one of the individuals indicated above, the employee should contact any higher-level manager in the reporting hierarchy.

Investigation Procedures

Every report of perceived harassment will be fully investigated, and corrective action will be taken where appropriate. All complaints will be kept confidential to the extent possible, but confidentiality cannot be guaranteed. All employees must cooperate with all investigations conducted pursuant to this policy.

Retaliation Prohibited

In addition, the School will not allow any form of retaliation against individuals who report unwelcome conduct to management or who cooperate in the investigations of such reports in accordance with this policy. If the employee has been subjected to any such retaliation, the employee should report it in the same manner in which the employee would report a claim of perceived harassment under this policy.

Violation of this policy including any improper retaliatory conduct will result in disciplinary action, up to and including termination.

I have read and I understand IQ Academy California's Non-Harassment Policy.

Employee's Printed Name: _____

Employee's Signature: _____

Position: _____

Date: _____

The signed original copy of this receipt should be given to management - it will be filed in your personnel file.

TO: IQ ACADEMY CALIFORNIA- LOS ANGELES GOVERNING BOARD

BOARD REPORT #08

APPROVED

VIA: IQ ACADEMY STAFF

June 16, 2026

SUBJECT: 2025-26 Employment Agreements and Terminations

PROPOSAL:
It is proposed that the Governing Board of the iQ Academy California- Los Angeles ratify the following 2025-26 Employment Agreements and Terminations.

BACKGROUND:
iQ Academy California- Los Angeles offered contracts to teachers to meet the enrollment demands of the 2025-26 school year.

New Hires:

Last Name	First Name	Title	FTE
Culbertson	Chris	Education Specialist, MS	1.0
Hasan	Maha	Roving Substitute	0.0
Garcia	Ashley	Teacher, Elementary, Substitute	0.0
Morales	Dianna	Teacher, Elementary, Substitute	0.0
Baker	Daniel	Teacher, High School CTE	1.0

New Positions:

- **None**

Terminations/Resignations:

Last Name	First Name	Title	FTE
Foreshee	Jessika	Curriculum Specialist, MS	1.0
Guerra	Rosa	Teacher, Elementary	1.0
Lankford	Timothy	Teacher, Elementary	1.0
White	Hannah	Teacher, Elementary	1.0
Stumpf	Krista	Teacher, Elementary	1.0
Jordan	Audrienne	Teacher, High School	1.0
Reynaga	Sabina	Teacher, High School	1.0
Johnson	Candace	Teacher, Middle School	1.0
Hantman	Jason	Teacher, Middle School	1.0
Reyes	Meryl-Mae	Teacher, Middle School	1.0
Copland	Mark	Teacher, Middle School	1.0

BUDGET IMPLICATIONS:
Funding for these positions is provided through State apportionment based on Average Daily Attendance as reported by the school.

RECOMMENDATIONS:

It is recommended the Governing Board:

1. Ratify the offered 2025-26 Employment Agreements and Terminations.
2. Authorize Designee of Board of Directors to sign the 2025-26 Employment Agreements on behalf of iQ Academy California- Los Angeles.

RESPECTFULLY SUBMITTED:
Nicholas Stecken
Head of School

PREPARED BY:

Audrey Beecher
Human Resources Specialist

PRESENTED BY:

Audrey Beecher
Human Resources Specialist

Ayes: 3 No: 0 Abstain: 0

Approved: Yes **Witnessed:** _____ **Date: 6/16/2026**

Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Julie Mendoza	X					
Ben Pace	X				X	
Esther Garcia	X					X

APPROVED

TO: IQ ACADEMY CALIFORNIA- LOS ANGELES GOVERNING BOARD

BOARD REPORT #09

VIA: IQ ACADEMY STAFF
June 16, 2026

SUBJECT: Parent Student Handbook for 2026 - 2027 School Year

PROPOSAL: It is proposed that the Governing Board of iQ Academy California - Los Angeles approve the Parent Student Handbook for the 2026-2027 School Year.

BACKGROUND: The Parent Student Handbook has been updated to reflect changes as noted on the Summary of Changes document. This handbook is updated annually to reflect accurate dates and information. These updates are needed to convey necessary information to students and families and provide clarity on school policies and procedures.

BUDGET IMPLICATIONS: None

RECOMMENDATIONS:

It is recommended the Governing Board:

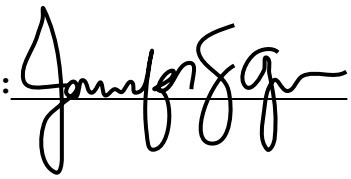
Review and approve the Parent Student Handbook Updates.

RESPECTFULLY SUBMITTED:
Nick Stecken
Head of School

PREPARED BY:
Nick Stecken
Head of School

PRESENTED BY:
Nick Stecken
Head of School

Ayes: 3 No: 0 Abstain: 0

Approved: Yes **Witnessed:**  **Date: 6/16/2026**

Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Julie Mendoza	X					X
Ben Pace	X					
Esther Garcia	X				X	

Parent Student Handbook
2026-2027 SY Updates
Summary of Changes

Page Number	Department	Section Header	Updates Made
12	All	Enrollment Requirements	Added participation language requiring students to be visible on camera during face-to-face conferences with teachers and school staff, whether in person or through two-way video conferencing.
12	All	2026-2027 School Calendar	Updated the school calendar section for the 2026-2027 school year.
17-22	All	Online School / Class Connect Platforms	Updated instructional platform references, including Engageli and Zoom references where reflected in the handbook redline.
58-59, 71-72	TK-8	Elementary and Middle School Course Listings	Updated elementary and middle school course listings to use broader course-category naming aligned to the courses offered, rather than branded or overly specific course names; the handbook redline shows extensive removal/replacement of Summit course-brand references and related cleanup in the TK-8 course tables.
60-64	TK-5	Promotion and Retention	Updated retention and acceleration procedures, including the May 1 written-request deadline and routing to the appropriate Administrative Designee.
65-67	TK-5	Advanced Learner Program / Standards-Based Grading	Updated grade-level and program language for elementary advanced learner and standards-based grading sections.
69, 81, 93	All	Teacher Conferences	Updated teacher conference platform language and related conference references.
83-85	HS	Graduation Requirements	Reorganized high school graduation requirement information by cohort, updated course titles, added Ethnic Studies language, and added the Minimum Graduation Requirements Diploma Pathway.
89	HS	California State University and University of California A-G Entrance Requirements	Updated college entrance requirement language, including Ethnic Studies references.
104	All	CalKIDS Program Notice	Added the CalKIDS Program Notice to the Annual Notices section.
115-122	All	Education of Homeless Children and Youth	Updated homeless youth notice language, including protections related to directory information and release of student information.
127-129	All	Nondiscrimination Statement / Complaint Rights	Revised legal language regarding sex and gender discrimination, community athletics, instructional materials, Board obligations, complaint appeal rights, and civil remedies.
131-133	All	Notice of Policy Regarding Immigration Enforcement Activity	Added a new notice summarizing school policy commitments, family rights, information-sharing limits, campus access procedures, anti-bullying and hate-crime protections, support resources, and detained-family-member resources.
136-141	All	Student Records / Directory Information / CCGI Notice	Updated student records and directory information language, including additional protections and notice language reflected in the annual notices.
181	All	Appendix E: Professional Boundaries: Adult/Student Interaction Policy	Added a professional boundaries appendix covering adult/student interactions, acceptable and unacceptable conduct, duty to report suspected misconduct, and behavior examples.

ACADEMY CALIFORNIA
Los Angeles
a network k12 school

2026-2027

Parent & Student Handbook

IQ Academy California - Los Angeles
50 Moreland Dr.
Simi Valley, California 93065
Tel: (805) 581-0202
Fax: (805) 581-0330
http://losangeles.iqacademy.com/

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*Policies and procedures listed in this handbook may be changed at the discretion of **iQ Academy California – Los Angeles** without prior notice. Any alterations to this document will be*

communicated to affected parties via email. A copy of this handbook will be posted on the Parent Portal on School Pathways. This copy will be updated as needed. This Parent Student Handbook and all policies herein was reviewed and approved by the charter school board on June 16 2026

Welcome to IQ Academy California- Los Angeles!

Welcome to IQ Academy, California - Los Angeles, a public school of choice.

This handbook is designed to help you begin and continue your relationship with IQ Academy California - Los Angeles. Members of the iQ Academy California - Los Angeles faculty and administration developed this handbook with input from students and their families.

Its purpose is to clarify expectations; something we believe is an important step at the beginning of any new relationship. This handbook has been compiled in the spirit of that first step toward building new friends and a community of trust.

If you have any questions or concerns throughout the school year, please contact the iQ Academy office in Simi Valley and we will direct your call to the appropriate member of our administrative team. Our school office contact information is as follows:

iQ Academy California – Los Angeles
50 Moreland Dr.
Simi Valley, California 93065
Losangeles.iqacademy.com
Tel: (805) 581-0202
Fax: (805) 581-0330
http://losangeles.iqacademy.com

There is no discrimination in the admission of students to the school on the basis of race, creed, color, national origin, handicapping condition, foster status or gender. iQ Academy California - Los Angeles provides a free, appropriate public education (FAPE) to all of its students. All students, however, need to be able to meet the enrollment requirements. All students (under the age of majority) are required to have a designated adult, "learning coach", present to assist and monitor the student during the school day. Learning coaches are required to engage with the teaching staff as necessary and ensure all aspects of the student's educational program requirements are being met. Learning coaches are not required to be fluent in English.

Overview

iQ Academy California – Los Angeles is a public charter school that is funded by state tax dollars and governed by California charter school, independent study and applicable federal laws serving approximately 650 students in grades K-12 in Los Angeles and contiguous counties. The Board of Directors is comprised of parents and community members who are passionate about providing additional educational options to the students of California. The Board of Directors

for iQ Academy California – Los Angeles has entered into a management contract with K12, Inc., a Virginia-based education curriculum and management company.

Our school office is located in Simi Valley, California and the majority of our administrative team works from these offices. Besides our school office, we do not have any other physical sites in the state. Members of the iQ Academy California – Los Angeles faculty work from their homes thus enabling them to build a local school community in their area.

Our Mission Statement

The mission of iQ Academy is to passionately pursue success for all students. We are committed to providing individualized and innovative instruction, building strong relationships with our families, and ensuring every student can achieve academic and personal growth.

Our Vision Statement

Our vision is to maximize the potential of each member of our school community.

Our Core Values

We believe that every child and adult at iQ Academy can **Grow**
We believe in building positive, meaningful **Relationships** with our students, learning coaches and colleagues
We believe that the only good decision is a **Student-Focused** decision
We demonstrate a sense of **Responsibility** in ensuring each child's success within our educational community
We share a sense of **Passion** for instilling a love of learning in all students

Schoolwide Learner Outcomes

School Theme: HATS Off to Learning! Habits, Attitude, Teamwork, Success

Supporting student growth as life-long learners and responsible global citizens. iQ Students are:

***H**abits:* *Self-motivated, competent, life-long learners who are critical thinkers, problem solvers and responsible citizens.*

***A**ttitude*: *Positive, resilient, self-reflective, respectful, motivated, creative thinkers who can tackle challenges, take risks and advocate for themselves.*

***T**eamwork*: *Able to collaborate effectively towards a common goal in a team setting, demonstrating the ability to value peer points of view, contributions, and feedback.*

***S**uccess*: *Independent, college and career-ready, life-long learners and leaders with the ability to set and achieve goals, continuously improve, and communicate effectively.*

The iQ Academy California - Los Angeles Faculty

We believe that a collaborative relationship between you and your assigned IQ Academy California-Los Angeles teacher(s) is at the heart of a positive learning environment. Each of our teachers is provided with a laptop computer, a printer, a full set of the K12 curriculum materials, and professional development on the subjects of technology and the K12 curriculum. Your teacher has a wealth of knowledge and thus should be your first point of contact for all questions that are academic or technical in nature. Your teacher has the following responsibilities:

- Help you use the Online School
- Help you with daily instruction for your students using the K12 curriculum (K8 only)
- Conduct regular conferences with you to discuss your student's academic progress
- Conduct regular in-person and/or virtual meetings with you and your student(s)
- Regularly collect and review student work, and provide constructive feedback
- Respond to all e-mails, and telephone calls within 24 hours (during normal business hours)
- Provide at least 24 hours' notice if a conference must be canceled or rescheduled
- Inform you of school updates/information/school outings or sponsor school clubs
- Administer state-mandated assessments
- Provide encouragement and support in all areas of student learning and achievement
- Provide instruction via online classroom for individuals, small groups, or large groups based on student instructional needs
- Administer various academic assessments as part of the ongoing evaluation of progress and content mastery
- Model best practices to support daily student instruction
  Provide individualized instructional support for students who may be struggling, need enrichment, etc.

Enrollment

iQ Academy California - Los Angeles's student enrollment process seeks to ensure that all potential families understand the mission and unique nature of the school. Please visit our website at http://losangeles.iqacademy.com/ to find out more. We strongly encourage our families to attend a parent information session in person or online to learn more about our school before they decide to enroll. Additionally, all families are provided the opportunity during the enrollment process to elect to speak with a school employee to understand the iQ Academy California - Los Angeles program, virtual learning environment, and student-teacher interaction before the student's school start date. Families can choose for the meeting to be via telephone or web-based conference. To request to speak with an employee regarding the virtual learning experience or for a complete listing of upcoming parent information sessions in your area, please visit our website at http://losangeles.iqacademy.com/, call our school office at (805) 581-0202, or send an email to info@iqcala.com.

iQ Academy California – Los Angeles is a full-time, general education, independent study program and not a supplemental program or a part-time program. As such, students may only be enrolled in iQ Academy California - Los Angeles and not concurrently enrolled in another school, public or private, unless prior permission is given by school counselor.

iQ Academy California – Los Angeles will enroll students in grades K-12 for the 2026-2027 school year. Student enrollment forms for the school are available online at http://losangeles.iqacademy.com/. Enrollment packages must be completed in full and submitted with all required documentation prior to enrollment acceptance. Questions regarding the status of your enrollment should be directed to the iQ Academy California - Los Angeles offices. Upon enrollment, the school will request IEP documentation from families with students who have received services under the Individuals with Disabilities in Education Improvement Act (IDEIA); however, enrollment will not be delayed or postponed if it is not provided. A member of the Special Education Department will contact you to ensure proper placement of your student in our program.

Please note that concurrent enrollment in another public or private school is prohibited at iQ Academy California - Los Angeles and will cause the student to be withdrawn. This does not include college-level coursework. Please refer to enrollment requirements and high school information for more details.

Students grades K-5 will be assessed on a mastery-based program. Middle School and High School students will be assessed on an A-F lettered grading scale in most courses. Please see the individual K-5, Middle School, and High School Information sections for more details.

Fees

The Governing Board of IQ Academy California Los Angeles recognizes its responsibility to ensure that books, materials, instructional equipment, supplies, and other resources necessary for students' participation in the educational program are made available to them, including additional computer peripherals, assistive technologies, and coursework supplies, except for commonly available household and home office items.

No student shall be required to pay any fees, deposits, or other charges for his/her participation in an educational activity which constitutes an integral fundamental part of the educational program.

Whenever a student or parent/guardian believes that an impermissible fee, deposit, or other charge is required of the student for his/her participation in an educational activity, the student or his/her parent/guardian may file a complaint with the local administrator or follow the uniform complaint procedures.

2026-2027 SCHOOL CALENDAR

2026-2027	
Independence Day (observed)	July 3rd
School Begins	August 20th
Labor Day	September 7th
Columbus Day/Indigenous People Day	October 12th
Veterans Day	November 11th
Thanksgiving Break	November 23rd - 30th
Winter Break	December 21st - January 1st
Martin Luther King's Day	January 18th
Non-Student Days	January 19th - 22nd
Presidents' Day/Washington's Birthday	February 15th
Spring Break	March 26th-April 2nd
CAASPP Testing (state testing)	April 26th- May 28th
Memorial Day	May 31st
School Ends	June 11th
Extended School Year (ESY) 2026	June 28th - July 26th

Quarters	Dates	Days
Quarter 1	August 20th - October 23rd	45
Quarter 2	October 26th - January 15th	43
Quarter 3	January 25th - March 25th	43
Quarter 4	April 5th - June 11th	49

Enrollment Requirements

iQ Academy California – Los Angeles is a full-time independent study program (school) offered to students in grades K-HS who reside in one of the counties iQ Academy serves. iQ Academy uses the K^{12} curriculum to provide a high-quality program to our students. Enrollment applications are received online and are not complete until an Independent Study Master Agreement (ISMA) is signed by the parent, teacher, and student. All families are provided the opportunity during the enrollment process to elect to speak with a school employee to understand the iQ Academy California - Los Angeles program, virtual learning environment, and student-teacher interaction before the student's school start date. Families can choose for the

meeting to be via telephone or web-based conference. To request to speak with an employee regarding the virtual learning experience or for a complete listing of upcoming parent information sessions in your area, please visit our website at http://losangeles.iqacademy.com/, call our school office at (805) 581-0202, or send an email to info@iQ Academy California - Los Angeles.com.

In order to enroll in iQ Academy California – Los Angeles:

- Student must reside within a county IQ CALA serves and provide proof of residence prior to enrollment. The counties IQ CALA serves are Orange County, Kern County, Los Angeles County, San Bernardino County, and Ventura County.
- Student must be in good standing at last school attended. Students who have been academically withdrawn or expelled from the previous school are not eligible for enrollment in iQ Academy California - Los Angeles.
- Completed application with all required documentation must be received by our Simi Valley office within 30 days of submitting the application.
    - All information on the application must be true and correct. If misrepresentations are made or incorrect information is provided, the application will be deemed as not meeting the requirements of the school and may result in the revocation or halting of enrollment.
- Student may only be enrolled in iQ Academy California - Los Angeles and not concurrently enrolled in another school, public or private, unless prior permission is given for enrollment in college courses.
- Students are required to participate and be visble on camera in face to face conferences with teachers and school staff, via in person meetings or two-way video conferencing, which requires the use of a webcam.
- Enrollment in iQ Academy California - Los Angeles is contingent on Student, Parent, and Teacher signing an Independent Study Master Agreement (ISMA) prior to the commencement of instruction and services.
    - Parents and students will not have access to online curriculum until the ISMA is signed and returned. Failure to sign an ISMA within 3 days of enrollment approval will result in the immediate indication of non-enrollment in iQ Academy California - Los Angeles and the student's account will be deactivated.
- At least one adult associated with the student must be designated as 'Learning Coach' to aid and assist in the student's progress.
- Understand and agree that the student's educational program will be at the direction of the assigned iQ Academy California – Los Angeles teacher(s), lessons provided by the teacher(s) must be completed in the manner and within the timeframes assigned.
- Understand and agree that [K-8 Only] Students will be enrolled in their age-appropriate grade level, unless the previous school has officially approved a retention or promotion.
- Understand and agree that [High School Only] iQ Academy California - Los Angeles must have transcripts from previous schools prior to determining placement.

- Student will be placed at the grade level which corresponds with the graduation date based on the year they entered 9th grade. For example, a student who entered 9th grade in the 2014-15 school year will be placed at the 11th grade level for the 2016-17 school year.
- Understand and agree that the school has the authority to review previous academic records to determine appropriate placement.

In order to maintain enrollment in iQ Academy California – Los Angeles, parents and learning coaches agree to:

- Be responsible for ensuring that the student is attending school daily Monday through Friday and completing assigned lessons for 4-6 hours per day including attending required live instructional sessions and in-person assessments, as assigned.
- Inform iQ Academy of any changes in contact information within 48 hours (email, phone, and physical address.)
  - Change of physical address requires proof of residence be submitted within 10 business days.
- Be available during regular school hours and iQ Academy California - Los Angeles working hours to meet/discuss with teachers and/or staff.
- Attend regularly scheduled meetings (phone, in-person, and/or online) with teachers and or administrators. Meeting requirements vary in manner, frequency, and duration based on the individual needs of the student.
- Abide by the official school calendar.
- Request and receive approval for a travel plan from the student's iQ Academy California - Los Angeles Homeroom Teacher) two (2) weeks prior to any extended travel (more than five (5) consecutive school days).
- Provide work samples and submit completed assignments to the teacher by due dates.
- Partner with the teacher to ensure the child is participating appropriately in the instructional program. This can include but is not limited to:
  - Completing assigned lessons and assessments
  - Participating in Class Connect sessions and meetings as assigned by their teacher(s)
  - Identifying and supporting remediation/resolution of academic and compliance issues as they arise
  - Participating in online classroom sessions as assigned for supplemental instruction
  - Completing benchmark assessments to ensure interventions as needed are identified
  - Ensuring student checks emails daily
- Treat teachers and iQ Academy California - Los Angeles staff with respect and professionalism. This includes but is not limited to:
  - Using rude language (including profanity, yelling, or badgering) on phone, email, or in person
  - Threatening teachers and/or iQ Academy California - Los Angeles staff on phone, email, and/or in person
- Support student in attending federal and/or state-mandated testing as needed by transporting student to and from the testing site on time**

- Maintain a working phone number, email account, and internet access at the time of enrollment
- Respond to all calls and emails from iQ Academy teachers and administrators within 48 hours via phone or email.

Failure to meet the requirements listed above may indicate that an independent study program is not the appropriate placement for your student and may result in your student's withdrawal from iQ Academy California - Los Angeles in accordance with the school's involuntary removal process. If a student is withdrawn for failing to meet the enrollment requirements, the student will not be able to re-enroll with iQ Academy California - Los Angeles for the remainder of the current academic year and one academic year following.

**Parents and/or guardians retain all rights under CA education code 60615. "Notwithstanding any other provision of law, a parent's or guardian's written request to school officials to excuse his or her child from any or all parts of the assessments administered pursuant to this chapter shall be granted." Questions regarding this or other CAASPP questions can be directed to testingquestions@caliva.org.

General Information

Notice of Language Assistance Services for Parents

iQ Academy provides families with free language assistance services with respect to information about school programs and activities. All parents and guardians of iQ Academy California - Los Angeles students may request free language translation services at any time. Parents and guardians may request information about school programs and activities in a language they can understand.

Requesting an Interpreter

iQ Academy has contracted with an over the phone interpreting service. This service will allow teachers and other staff to communicate with parents in a language they can understand. When a family needs an interpreter or translation services, the staff member will work with their supervisor to secure these services in a timely manner.

Additionally, iQ academy includes multilingual staff members that provide translation for the purposes of parent meetings to allow all parents to be fully supported and engaged.

School Accountability Report Card

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1 of each year. The SARC contains information about the condition and performance of each California public school. This report can be located at http://losangeles.iqacademy.com/ and hard copies are available by request through the IQ Academy Los Angeles office.

Independent Study Master Agreement (ISMA)

California independent study regulations require that any student enrolled in iQ Academy California - Los Angeles have a signed Independent Study Master Agreement on file for each year they are enrolled. The student, the parent/guardian, and the homeroom teacher must sign the Independent Study Master Agreement. Additionally, should a Learning Coach other than the parent/guardian be responsible for instruction, he/she must also sign the ISMA. Please work with your teacher to ensure that your child's Independent Study Master Agreement is signed in a timely manner. Failure to provide a signed Independent Study Master Agreement prior to the student start date will result in your child's withdrawal from our program.

Admission

State Law requires a child to be five years of age by September 1st to start Kindergarten. Children that do not meet the age cut-off for kindergarten are eligible to enroll in our

Transitional Kindergarten program. A child is eligible for Transitional Kindergarten if the child will have his or her fifth birthday between September 2 and June 2.

A student must be age six by September 1st (or have completed one year of kindergarten) to start 1st grade.

Students will be admitted into the grade level based on their age or previous public-school records. IQLA does not retroactively retain or double-promote students upon enrollment.

It is understood that no student who qualifies for special education services under the Individuals with Disabilities in Education ("IDEA") shall participate in independent study unless it is specifically authorized under his or her IEP.

The K12® Curriculum (K12 curriculum)

Students enrolled in iQ Academy California - Los Angeles use the K12 Curriculum, a curriculum program developed by K12, Inc. of McLean, Virginia. iQ Academy California - Los Angeles has selected the K12 curriculum for both its superior quality and the fact that it both meets and exceeds the California State and Common Core Standards. The K12 Curriculum covers six subject areas in grades K-8 (Math, Language Arts, Science, History, Art, and Music), with more than 600 lessons per grade level. Additional subjects and course offerings are available through the iQ Academy California - Los Angeles high school program. The curriculum includes both online lessons and offline materials such as math textbooks, manipulatives, workbooks etc. For more information about the K12 curriculum, please visit www.k12.com.

The Canvas Online School

The Canvas Online School is the engine that drives the Internet-based iQ Academy California - Los Angeles school program. The Online School delivers student lessons and is where parents track their student's progress through the K12curriculum and record daily attendance. Additional live sessions or supplemental lessons and activities may be assigned by the teacher.

Access to the Canvas Online School requires a connection to the Internet through an Internet Service Provider (ISP). Parents of newly enrolling students will create a username and password during the online enrollment process. In a case where a parent submits a paper-based enrollment application, they will receive their registration code via email from K12 after their child's enrollment has been approved. Returning parents/students will use their same username and password from the prior school year.

Account Set Up

Learning coaches are contacted by their assigned iQ Academy teacher within 24 hours of enrollment. During this phone conference, teachers provide learning coaches with valuable set-up tips, additional school information, and website login information.

Learning coaches receive a registration email from K[12] that provides them with their secure registration codes to set up the Online School accounts for both the learning coach and student.

Online School Account - Learning Coach (Learning Coach) Account Set-Up

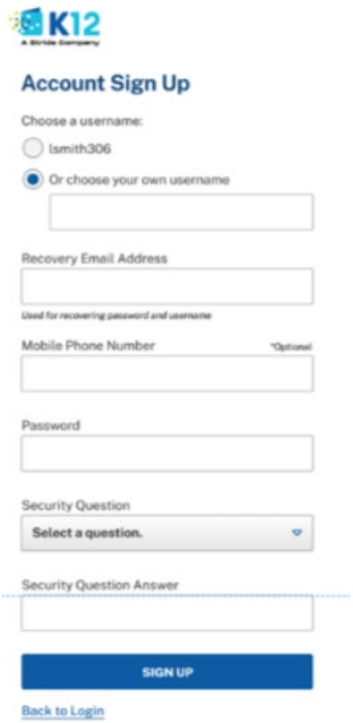
1) The Learning Coach will receive an email from registration@k12.com titled: Welcome Setup Your K12 School Accounts. This email contains instructions to create the Learning Coach account.

2) Click the "Setup Online School Account/Create Your Account" button on the Registration Email. This will take you to the Account Setup Screen.

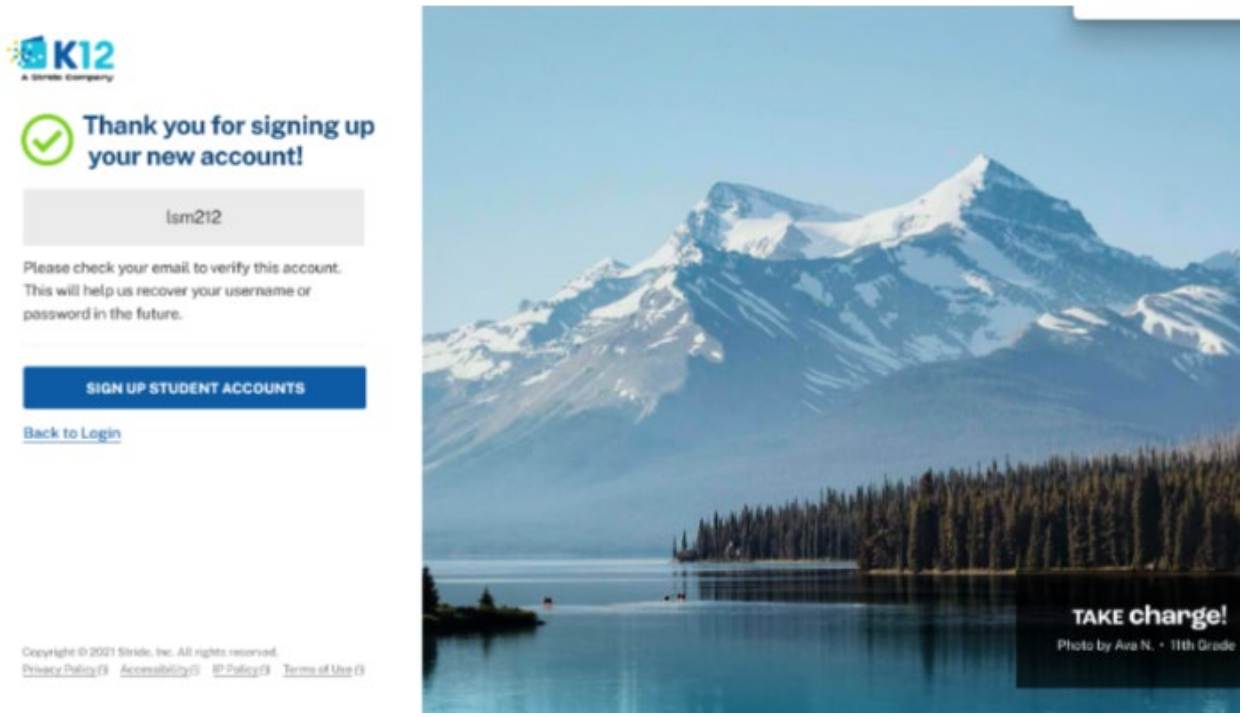
3) Enter the Registration ID from the email. Best practice is to copy/paste the Registration ID into the Account Setup page.

4) Click the Submit button.

5) Fill out all the required fields.



6) Click the Sign Up button. A confirmation page will be displayed letting you know that the LC account has been created.



Create Your Student Accounts

During the Learning Coach Account Set-Up process, you will have the opportunity to create your student Online School login.

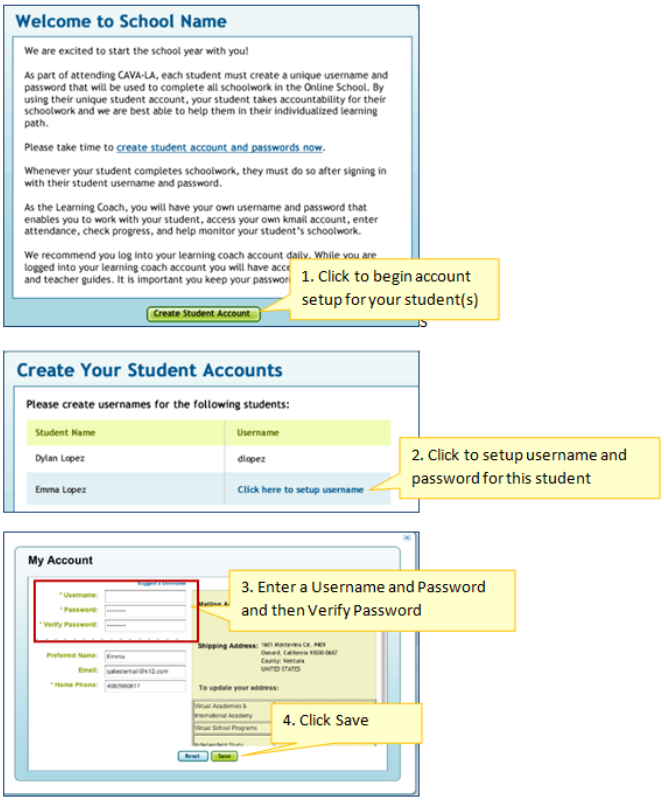
- If you do not set up your student account at this time, you may be prompted to set up the student account the first time you log into the Online School. Click here to view instructions for student account creation using this tool.

Online School Account - Student Account Creation Wizard

The Learning Coach will be presented with the Student Account Setup Wizard after signing the Privacy Agreement when first logging into the Online School.

All students, regardless of grade level, who are enrolled in iQ Academy, are required to have an Online School student account.

If you have not already set up a student account, you will be presented with the Student Account Creation Tool. This tool walks the Learning Coach through the process of creating username(s) and password(s) for all of their students. The Learning Coach will continue to receive this prompt until all students' accounts have been created.



Repeat the process until all student accounts have been set up. After all student accounts have been created, the Learning Coach will be taken to Online School Home.

What if my student forgets his/her password? Return to My Account at any time to create a *new password* for your student. To access this area, select your student's name from the **My Account** drop down menu in your Online School.

Escalation Matrix for Family Support

If at any time, you need support, your Homeroom Teacher is your first point of contact. However, there are also additional ways to get the information you need:

- **Materials questions:** Parents can view http://myinfo.k12.com to check the status of material shipments and view tracking information. For further questions, call K12 Customer Support at (866) 512-2273.
- **Back-ordered items**: To view a list of back-ordered items, visit: http://help.k12.com/support-topics/materials/receiving-materials/track-shipping-status-materials-computer-equipment.

- **Online School Access Issues:** Contacts K[12] Customer Support at (866) 512-2273.
- **Contact an administrator**: admin@iqcala.com

Engageli Class Connect)

Engageli is designed to extend the boundaries of the physical classroom by connecting students and teachers. Engageli is a real-time virtual classroom environment designed for virtual education and collaboration. The Engageli classroom technology enables all students of all ability levels to get an interactive learning experience.

iQ Academy California - Los Angeles offers a wide variety of instructional sessions, which support the K12 curriculum and mastery of the state-adopted Common Core standards and are an excellent resource for students. Teachers conduct student sessions and offer office hours to answer questions from students and Learning Coaches.

- Please refer to the Code of Classroom Etiquette for student behavior expectations in Engageli.
- Class Connect sessions will be recorded and distributed for learning purposes. Learning purposes include lesson review for students who are absent, students who want to review for a test, teacher growth and improvement etc.

Roles and Responsibilities

The following information outlines some of the roles and responsibilities. It is not meant to be an exhaustive list.

Parent/Legal Guardian

Parents and legal guardians hold educational rights and are responsible for all academic decisions.

- Sign the Independent Study Master Agreement to initiate enrollment before the student begins school.
- Provide current contact information, including phone, email, and address, and update the school with any changes to contact information within 48 hours of the change.
- Ensure the student continues to meet all enrollment requirements.
- Secure an Internet Service Provider and ensure student continually has access to the Online School.
- Complete the Back to School Packet annually.
- Attend all scheduled academic conferences and IEP meetings to make educational decisions.
- Act as or designate a responsible adult as the student's learning coach.
- Respond to all school communication within 48 hours and interact respectfully with school staff.
- Ensure student participation in required state testing.

Learning Coach

IQ Academy requires that a responsible adult is at home during school hours to supervise the instruction of each student. The responsible adult may be the parent or an adult designated by the parent that the school refers to as a "learning coach." As a learning coach, you can expect to spend an average of 4 to 6 hours per day supporting your student (depending on the student's grade level). This time commitment includes direct instruction in the TK-8 grade levels, with some additional time needed for daily or weekly lesson preparation. A student's successful progress requires daily learning coach commitment to and engagement in the discipline and organization required to manage a first-class education.
As a learning coach at IQ Academy, you agree to the following expectations:

- I accept the responsibility to supervise the student in using the Stride/K12 curriculum or as he/she participates in live instructional sessions.
- I understand that I am expected to become knowledgeable about online systems and the curriculum.
- I expect to have the guidance and support of a credentialed teacher in implementing the Stride/K12 curriculum with the student.

- I understand that adequate and continuing student progress (completing assignments) is an expected part of the IQLA program, in addition to attending live instructional sessions.
- I understand that I am to participate in regular phone, virtual (with the camera on), and in-person conferences with the student's teacher. I will submit student work regularly and as requested by the assigned teacher.
- I understand that the teacher will conduct academic assessments to evaluate the student's mastery of standards and to assist with instructional decisions. I agree to ensure the student is available and participates.
- I understand that the teacher will provide research-based instructional interventions and enrichment as deemed appropriate for my student's academic success, and I agree to ensure the student is available and participates.
- I understand that any related services for a student with an IEP shall be scheduled by the parent/adult student after the student's schedule is provided each semester. Related services may not be listed on the student's schedule.
- I understand that if I am observing a class session that my children are participating in, I am to observe only and not interrupt the teacher or that class in any way (including sending messages in chat) nor violate any participant privacy by recording the session on a personal device.

Students

IQ Academy students are engaged in school daily, respectful, and kind to staff and fellow students.

- Attend and participate in all required instructional sessions.
- Complete all lessons in the online school as assigned, as well as teacher-assigned projects.
- Submit work by due dates as requested by the teacher.
- Adhere to all school rules including the Code of Conduct and Network Etiquette requirements as outlined in this Parent Student Handbook.
- Be respectful to all students and staff.
- Be present and on camera during academic conferences, proctored assessments, and instruction.
- Self-advocate in a grade-level appropriate manner. Ask for help from teachers, counselors, and other school staff.
- Share ideas and participate in the school community.

Administrators

IQ Academy students are supported by a network of administrators that includes a campus principal, department director, as well as supporting department administrators. Each staff

member collaborates to ensure students, parents, and staff are supported and successfully engaging in the online school environment.

- Communicate school policies and programs with all stakeholders including staff, parents, learning coaches, and students.
- Monitor campus and schoolwide student progress, attendance, and adherence to school policies.
- Collaborate with staff, families, and community members on strategic plans.
- Return all communication within 48 hours.
- Meet with learning coaches and students to provide support in meeting academic goals and ensuring compliance with enrollment requirements.
- Ensure standards-based instruction is provided to all students within our programs.
- Ensure daily attendance and engagement of students.
- Connect with families and students through phone calls, emails, visits to classrooms, and attendance at events.

Change of Contact Information

Please notify your homeroom teacher should your contact information (phone, email, address) change. We will update our records accordingly once the contact and documents have been submitted and confirmed. Correct contact information ensures that curriculum materials and important school notices are mailed to the correct student addresses.

Should your home address change, please provide a proof of residence (POR) as outlined below for your new address to be submitted to the iQ Academy California - Los Angeles office. This proof of residence must be submitted within ten (10) days.

A POR may be any of the following:

1. Utility Bill (serviced in residence, must show stated service address)
   Example: Gas, Electric, Land telephone, Cable, Water, Internet, etc.
2. Rental or Lease Agreement (First page + signature page)
3. Mortgage Statement
4. Rental Insurance Statement
5. Safe at Home card
6. McKinney-Vento Document
7. Property tax payment receipts
8. Grant Deed

A Proof of Residence must follow these guidelines:

1. Must have a date, no older than 1 year
   Exceptions:
   - Rental or Lease Agreements these must not be past the end date of the contract, with the exception of month-to-month.
   - Tax documents- must be from prior tax season
   - Grant Deeds- No date specifications

2. Must have the address of residence stated.
3. Must be issued in Parent/Guardian's name.

Parents are requested to update their account information in the Online School (OLS) should their email address change. Communication is often sent via email to the email address listed in the Online School (OLS) and thus is important to keep up-to-date.

Classroom Teacher Assignments

iQ Academy California – Los Angeles makes all attempts to honor parent requests for classroom teacher assignments. However, classroom assignments are ultimately at the discretion of the administration. If you have a special circumstance you would like to discuss, please contact the administrator for the grade band in which your child is enrolled.

Children may not be assigned to a classroom where their parent is the teacher unless there is no other qualified teacher available.

Attendance

Attendance is important for the success of a student. If a student does not attend school, then a student cannot succeed in school. Attendance in iQ Academy California - Los Angeles is recorded in the Online School,-OLMS, and OLHS by completing lessons in the Online School platform, attending class connects, and through parent-submitted offline logs. It is expected that lessons will be completed each school day.

When the student completes work offline, the parent/learning coach must maintain a school supplied learning log as specifically directed by his/her assigned teacher, for each day of pre-approved offline work without accompanying online work. All learning logs must be signed and submitted to the assigned teacher at the conclusion of each school day or as requested by the assigned teacher. In addition, the assigned teacher may request that the offline work notated on the learning log be submitted to him/her. If a learning log is not submitted, the teacher will not credit the student with attendance for that school day.

In order for a student to receive attendance credit for a given school day, the student must be actively engaged in completing assignments given by the teacher on that school day. Attendance is not counted on weekends, holidays, or other non-instruction days. However, lessons can be completed at any time.

At the end of each learning period, the teacher evaluates the work or work products completed by the student and determines how many attendance days can be credited for the learning period. If the student did not complete all the required lessons in a learning period, the teacher will reduce the number of attendance days the student is credited. Parent and students should contact their teacher(s) with specific questions regarding which assignments are to be completed for each learning period.

The following are examples of acceptable reasons for not logging attendance in the online school:

1. Personal illness, including an absence for the benefit of the pupil's mental or behavioral health

2. Quarantine under the direction of a county or city health officer.

3. Medical, dental, optometric, or chiropractic appointments:

4. Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.

5. For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five (5) days per incident. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

6. For any of the following reasons, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died:

    a. To access services from a victim services organization or agency.

    b. To access grief support services.

    c. To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.

7. Absences under this section shall not be excused for more than three (3) days per incident, unless extended on a case-by-case basis at the discretion of the school administrator. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

8. Participation in religious instruction or exercises as follows:

9. The student shall be excused for this purpose on no more than four (4) school days per month.

10. For the purposes of jury duty in the manner provided for by law.

11. Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excusal).

12. To permit the student to spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.

13. For the purpose of serving as a member of a precinct board for an election pursuant to Election Code section 12302.

14. Attendance at the student's naturalization ceremony to become a United States citizen.

15. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.

16. Due to the student's participation in military entrance processing.

17. Authorized at the discretion of the Head of Schools or designee, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.

18. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.

19. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.

20. For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.

21. For the purpose of a middle or high school pupil engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
    a. A middle school or high school pupil who is absent pursuant to this provision is required to be excused for only one schoolday-long absence per school year.
    b. A middle school or high school pupil who is absent pursuant to this provision may be permitted additional excused absences in the discretion of a school administrator.

22. For the following justifiable personal reasons for a maximum of Three (3) school days per school year (unless otherwise indicated), upon advance written request by the student's parent or guardian and approval by the Head of Schools or designee pursuant to uniform standards:
    a. Appearance in court.
    b. Observance of a holiday or ceremony of the pupil's religion.
    c. Attendance at religious retreats (not to exceed one schoolday per semester).
    d. Attendance at an employment conference.

e. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

Should the student not complete work on a schoolday, fail to login to an online class/session, or miss a required appointment or meeting for one of the above-noted reasons, the parent must submit written verification to his/her General Education teacher or guidance counselor in order for the absence to be excused. Excessive unexcused absences may result in the student's non-compliance with iQ Academy California - Los Angeles's independent study policy and Master Agreement, and may result in a recommendation for involuntary removal from the IQLA program. Refer to the non-compliance policy below for details concerning actions related to noncompliance.

While attendance credit may not be earned retroactively, should a student have an excused absence, academic credit may be made up by completing work as directed and approved by his/her assigned teacher during the applicable learning period.

Failure to engage in school and complete assignments may be subject a student to interventions up to and including an evaluation to determine whether it is in their best interest to remain in independent study. In these cases, the iQ Academy California - Los Angeles administration may deem that enrollment in iQ Academy California - Los Angeles is not in the best interest of the student, and the student may be subject to withdrawal.

Non-Compliance Policy

iQ Academy California - Los Angeles is in partnership with families to educate the students enrolled in our program. The partnership cannot be effective if students and/or parent/guardians are not actively participating in our program and meeting our enrollment requirements.

Per California Education Code Section 51747, IQLA maintains a board policy establishing two (2) missed assignments during any period of 45 school days as the number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interest of the pupil to remain in independent study.

Evaluation Triggers

In accordance with the School's Board policy on independent study, the Heads of Schools and/or designee shall conduct a Best Interest Evaluation to determine whether it is in the best interests of the pupil to remain enrolled in independent study upon the following triggers:

1) After two (2) missed assignments during any period of 45 school days

2) In the event a student's educational progress falls below satisfactory levels as determined by ALL of the following indicators:

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

Accruing missed assignments is an indication that a student is not actively participating in our program. A "missed assignment" is defined as any of the following:

- Three(3) unexcused absences/non-attendance days
- An unsubmitted class assignment
- A missed required meeting/appointment

Conducting the Best-Interest Evaluation

The Evaluation may include but is not limited to the review of the following:

1) Attendance based on completion of assignments as quantified by the assigned teacher(s) of record;
2) Demonstration of skills on assignments;
3) Standardized test scores;
4) Written tests and reports if appropriate;
5) Oral or written presentations;
6) Pupil's attitude toward learning and achievement;
7) Punctual attendance at scheduled appointments;
8) Ability to meet scheduled appointments;
9) Preparedness for scheduled appointments;
10) Pupil demonstration of adequate and appropriate progress toward
11) Common Core State Standards;
12) Appropriate learning environment;
13) Parent(s) ability to support pupil learning in the home.

Evaluation Conference

The evaluation shall take place during an evaluation conference, which shall be conducted by the Head of School or designee. This conference shall be held as soon as possible, and the student/parent/legal guardian will receive written notice of the conference. The parent/legal guardian may request one postponement, not to exceed five (5) school days of the conference for good cause. The Head of School or designee shall provide written notification to the parent/guardian or adult student of the evaluation conference.

If the student's attendance/failure to complete assignments is becoming problematic iQ Academy California - Los Angeles will attempt the following:

- Contact the family by phone and email, requesting a resolution within 48 hours.
- If there is no resolution, additional attempts to contact the family again by phone will be made, and an email will be sent requesting a resolution within 48 hours.
- If the issue is not resolved, administration is notified and a letter is sent to the student's address on file notifying the family that an evaluation conference, as outlined below, shall be held to determine whether or not independent study is in the best interest of the student.

Teachers are required to document each step of this process with detail and accuracy. This includes the date and time of attempted contact, the phone number and/or email used as well as the reason for contact.

At the conference, the parent/legal guardian or adult student shall be informed of the reason for the conference and the evidence pertaining to whether or not independent study is in the student's best interest. If the parent/legal guardian does not attend the conference, the Academic Administrator or designee will review the relevant information and make a determination regarding the student's absences/missed assignments.

The student and/or parent/legal guardian shall be given the opportunity to present information and/or witnesses to the Academic Administrator or designee either orally or in writing or both during the conference. The Academic Administrator or designee shall take any information presented by the parent/legal guardian/adult student into consideration when determining whether it is in the best interest of the student to remain in independent study. Additional factors to be considered include but are not limited to the following:

- student's grades at the time of the evaluation
- teacher observation/feedback
- standardized testing data
- student's progress in the independent study curriculum

The Academic Administrator or designee's decision shall be provided in writing to the parent/guardian within three (3) days of the evaluation. The Academic Administrator or designee may:

- find independent study is in the student's best interest,
- place the student on academic probation to be evaluated again at the next attendance period if the student continues to fail to engage in daily activities,
- use other alternatives to improve attendance, or
- find that it is not in the student's best interest to remain in independent study.

If the Academic Administrator or designee finds that it is not in the student's best interest to remain in independent study, then the student may be recommended for involuntary remove from the IQLA program, pursuant to the procedures outlined below. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's mandatory interim record.

Additional Consideration for Pupils with a Section 504 Plan or IEP

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

1) Whether the missed assignments were caused by or had a direct and substantial relationship to the pupil's disability; or
2) Whether the missed assignments were the direct result of the School's failure to implement the IEP or Section 504 Plan, as applicable.

If the answer to either (1) or (2), above, is yes, then the missed assignments are a manifestation of the pupil's disability and the School will follow applicable state and federal laws to ensure that the pupil is offered a free appropriate public education.

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

This meeting may be combined with the evaluation conference at the discretion of the School.

Opportunity for Appeal Hearing Prior to Removal

Once the evaluation is complete, if it is determined that it is not in the best interest of the pupil to remain enrolled in the independent study program, the Parent(s) shall be notified in writing of the School's intent to remove the pupil as it is not in their best interest to remain in independent study. The Notice shall be in the native language of the Parent(s) and provided no less than five (5) schooldays before the effective date of pupil's removal. The Notice shall include the following:

1) The School's intent to remove the pupil as it is not in their best interest to remain in independent study.
2) The opportunity of the Parent(s) to request a hearing that follows the same procedures as the School's disciplinary hearing. Parent(s) (or the pupil if over 18) must submit the request for hearing writing within five (5) calendar days from the date of the Notice.
3) If Parent(s) or pupil over 18 requests a hearing:

a. It will be scheduled following the School's expulsion hearing procedures as outlined in the School's approved charter.
b. The pupil shall remain enrolled and shall not be removed until the School issues a final decision.

4) If no hearing is requested, the pupil shall be removed from the school on the date listed on the notice.

Upon receipt of a request for an appeal hearing, the Head of School or designee shall schedule the appeal to be heard within thirty (30) school days of receipt of the request. The Head of School or designee shall send out written notice of the date, time and location of the meeting to the parent/guardian or adult student. This meeting may be held remotely or over the phone.

The appeal hearing shall proceed as follows:

1. The Head of School or designee shall review the request for appeal document and any other documents submitted by the parent/legal guardian/adult student. The Head of School or designee shall also review all records considered by the Academic Administrator or designee at the evaluation conference.
2. The parent/legal guardian or adult student may address concerns to the Head of School or designee regarding the appeal.
3. The Academic Administrator or designee may address concerns to the Head of School or designee in response to the student's appeal.

The final decision by the Head of School or designee shall be made within ten (10) school days following the conclusion of the appeal. The parent/legal guardian/adult student shall be informed in writing of the Head of School's decision. The decision of the Head of School or designee is final.

Teachers and Administrators are required to document each step of this process with detail and accuracy. This includes the date and time of attempted contact, the phone number and/or email used as well as the reason for contact.

Code of Conduct

Freedom of speech and expression is valued not only throughout society but also, and particularly, in the academic setting. No more is this so than in the classroom. At iQ Academy California - Los Angeles a classroom is defined as many different locations. These may include but are limited to:

- Class Connect and other online meeting rooms
- Virtual classroom sessions
- Online discussion boards
- Outings and other in-person events
- Any IQCALA community area

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. To that end, the following code of classroom etiquette has been established.

1. When participating in class dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
2. Conflicting opinions among members of a class are respected and responded to in a professional manner.
3. No side conversations or other distracting behaviors are engaged in during class discussions or presentations.
4. No offensive comments, language, or gestures are part of the classroom environment.
5. Posting anonymous messages is not permitted unless authorized by the course's online teacher. Impersonating another person is also strictly prohibited
6. Use only your own username and password, and do not share these with anyone
7. Do not post personal information (e.g. social media, email, etc.)
8. Do not interfere with other users' ability to access iQ Academy California - Los Angeles or disclose anyone's password to others or allow them to use another user's account. You are responsible for all activity that is associated with your username and password
9. Do not download, transmit or post material that is intended for personal gain or profit, non-iQ Academy California - Los Angeles commercial activities, non-iQ Academy California - Los Angeles product advertising, or political lobbying on an iQ Academy California - Los Angeles owned instructional computing resource
10. Do not use iQ Academy California - Los Angeles instructional computing resources to sell or purchase any illegal items or substances
11. Do not upload or post any software on iQ Academy California - Los Angeles instructional computing resources that are not specifically required and approved for your assignments
12. Do not post any MP3 files, compressed video, or other non-instructional files to any iQ Academy California - Los Angeles server unless specifically instructed to do so
13. Do not post material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing "spam" mail, chain e-mail, viruses, or other intentionally destructive content

Adherence to this code of etiquette will enable students to receive the most from their academic endeavors and should be seen as a regular and voluntary compact among faculty and students. Any infraction of this code, however, that is deemed to be materially or substantially disruptive of the learning environment is cause for removal of a student from a class or for student disciplinary proceedings.

Consequences:

- First warning
- Certified letter
- If problem continues: Administrator phone conference

possible recommendation for expulsion (bullying/cyberbullying, online terroristic threats)

This document describes the policies and guidelines for the use of the iQ Academy California - Los Angeles technology resources and exists to ensure that all iQ Academy California - Los Angeles students are aware of and understand their responsibilities when accessing and using iQ Academy California - Los Angeles resources.

As a student enrolled in iQ Academy California - Los Angeles, one should be aware of the following guidelines and expectations. Any activity that is not listed here, which violates local, state, or federal laws, is considered a violation of the Student Code of Conduct and Acceptable Use Guidelines.

Failure to follow these guidelines may result in the:

- Involvement with law enforcement agencies and possible legal action.
- disciplinary consequences, up to and including a recommendation for expulsion.

Academic Integrity Policy (Academic Dishonesty and Plagiarism)

All students are expected to complete their own work with their best effort and at the best of their ability. Unfortunately, there may be situations in which students may be tempted to be academically dishonest (cheating) or plagiarize.

Plagiarism is the presentation of someone else's ideas or work as one's own. This constitutes as fraud or theft. Plagiarism or academic dishonesty in any form is a grave offense and will not be tolerated.

Some examples of this include:

- To use another's work and claim as your own
- To copy from text, website or other course material
- Using or attempting to use unauthorized materials, information or study aids in any academic exercise
- Hiring someone to write a paper
- Buying a paper or project
- Sharing files
- Copying from another person's work
- Turning in another person's work
- Letting a partner do all of the work and putting your name on it
- Letting a parent or mentor complete your assignments
- Asking for answers in a chat room
- Asking for answers in a threaded discussion
- Use an online translator or foreign language dictionary during examinations
- Using AI to artificially produce work and claim it as one's original assignment.

iQ Academy California - Los Angeles's Middle and High School program will also use originality checking software such as Turnitin.com to check for possible cases of plagiarism.

If an instructor or administrator determines there is sufficient evidence of academic dishonesty on the part of a student, the instructor or administrator may exercise one or more of the following options, as many times as necessary, depending on the severity of the offense:

Consequences

- 1st offense – official warning. The student is allowed to re-do assignment. A copy of the behavior contract is emailed to the student. The student, parent, and teacher will sign the document, which will then be placed in the student's file.

- 2nd offense – student will receive a grade of F for the assignment. The overall course grade will be lowered on the grounds of academic dishonesty. The teacher will notify the student and parent and the Program Coordinator, Content Lead and/ or Guidance Counselor. If the student has an IEP team, the IEP team will convene to discuss the schools concerns. Teacher shall hold a conference with student and parent.

- 3rd offense – student will be withdrawn from the course with a grade of F, which will be placed on his/her permanent transcript. Parent and student will again be notified via certified mail of the actions taken. A conference call will be set up with the student, parent, the teacher and the Program Coordinator, Content Lead and/ or Guidance Counselor.

Avoiding Plagiarism

Students must give credit for any information that is not either the result of original research or common knowledge. For example, it would be necessary to give credit to an author who provided an argument about the strategic importance of the Emancipation Proclamation in the American Civil War. Conversely, major historical facts, such as the dates of the American Civil War, are considered common knowledge and do not require that credit is given to a particular author.

If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. If a student borrows the words of another author, he/she must be careful to use the author's exact words, enclose them in quotation marks, and cite the source in the body of the text and also on the reference page. If students are unsure whether or not they should cite, they are encouraged to cite. They are also encouraged to ask their instructors for guidance on this issue. Students might also consult writing handbooks such as the Essential Little Brown Handbook and for formatting questions refer to manuals such as The MLA Handbook for the Humanities, The Publication Manual of the APA for social sciences and business and The CBE Style Manual for natural and applied sciences.

Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in loss of credit and evoked access to course(s).

Dress Standards

Clothing worn to an IQLA class session and/or events (including virtual events where webcams are used) should promote the learning process and appropriate behavior. The primary responsibility for student dress and appearance rests with the parent/legal guardian. The primary purpose of school is education. Therefore, all aspects of school must be considered with that objective in mind.

Clothing shall be neat, clean, safe, and not disruptive to instructional activities. Crude or vulgar commercial lettering or printing, and pictures depicting drugs, tobacco, alcoholic beverages, racial/ethnic slurs, gang affiliation, hateful speech, or that are sexually suggestive are not acceptable. Items such as beach attire, short shorts, short skirts, clothing exposing undergarments, or unsafe accessories are not allowed. Any clothing/accessory that may be deemed dangerous are unacceptable. Inappropriately revealing clothing, including but not limited to, see-through and/or strapless tops are not allowed. The wearing/displaying of apparel that is disruptive to the school environment is not allowed. Refusal to adhere to these dress standards will result in disciplinary action.

Clothing worn to any IQLA Career Prep events should promote the learning process, appropriate behavior, and a professional attitude suited to the specific college and career preparation experience. It is expected that students will adhere to the school dress code and wear clothing that is appropriate for the event and consistent with their health, safety, and welfare. Specifically, shoes must be worn at all times and special events will require close-toed shoes for the safety of the student. College and career preparation students participating in events or activities as school representatives must follow any additional dress code and public health and safety requirements put forth by the organizer or employer (i.e., professional dress that includes a blazer).

HS Graduation Attire Expectations:

- Attire must adhere to school dress code and be suitable for the occasion (business casual/ formal or professional).
- Graduates must wear a cap and fully zipped gown in designated color.
- Medallions and cords earned through IQ academy for board approved honors and program participation may be worn with the graduation gown.
- Personal stoles, sashes, or other unapproved items worn over the gown or around the neck are not permitted during the ceremony.
- Leis and cap decorations are allowed if they do not distract, obstruct view, create mess, or feature inappropriate content.

Network Etiquette

iQ Academy California - Los Angeles students are expected to follow the rules of network etiquette or netiquette. The word "netiquette" refers to common-sense guidelines for conversing with others online. Please abide by these standards:

- Avoid sarcasm, jargon, and slang.
- Swear words are unacceptable
- Do not harass or threaten others
- Do not use all capital letters (this is considered yelling)
- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health
- Focus your responses on the questions or issues being discussed, not on the individuals involved
- Be constructive with your criticism, not hurtful
- Review your messages before sending them. Remove easily misinterpreted language and proofread for typos
- Respect other people's privacy
- Do not broadcast online discussions and never reveal other people's email addresses
- Do not post personal information (e.g. personal information, social media, email, etc.)

Internet Service Provider (ISP) Policy

Participation in iQ Academy California - Los Angeles requires an internet connection. This internet connection is to be established and maintained by the parent, legal guardian, and or learning coach of the enrolled student(s). The nature of iQ Academy California - Los Angeles program requires that students and learning coaches log onto the Online School each day to receive curriculum, lesson content, and other necessary resources, as well as to log attendance, submit student work, and maintain communication with iQ Academy California - Los Angeles staff. Because of the unique schooling environment of iQ Academy California - Los Angeles, it is an enrollment requirement to establish and maintain an internet account throughout the entire time of enrollment with iQ Academy California - Los Angeles. Failure to maintain an internet connection will result in the withdrawal of the student(s).

iQ Academy California - Los Angeles provides a stipend for families in the amount of $40.00 per month for their internet service. Families receive this stipend for the cost of internet access semi-annually. Eligibility for ISP Reimbursement is based on income details completed in the Back to School Packet. Checks will be mailed once per semester to families to the address verified by completion of the Back to School Packet.

Reimbursement for the summer months will be provided for qualifying families continuing in the consecutive school year. This reimbursement will be included in the first-semester reimbursement check. Students who participate in ESY are eligible to receive reimbursement for the summer months regardless of continuation status in the consecutive school year.

Families with questions regarding ISP reimbursement can contact btspsupport@caliva.org.

School Technology Policies

Enrolled Students and families will abide by the following school technology policies:

Computer Policy

iQ Academy California - Los Angeles will ensure that all enrolled students have access to a computer. The iQ Academy California - Los Angeles Administration will address additional technology requests on a case-by-case basis, which should be initiated by the student's assigned homeroom teacher.

Materials and Computer Equipment

All instructional materials, including computer equipment and related hardware, are loaned to the student by the iQ Academy California - Los Angeles. Students are expected to return all materials using the free shipping labels provided by K12 should they withdraw from the program.

Families should handle iQ Academy California - Los Angeles property with care and should ensure an accurate inventory of these materials is maintained in the home. It is recommended that families save the boxes in which the materials arrived. School computers are only to be used for educational purposes, not for entertainment or other personal purposes. The iQ Academy California - Los Angeles shall not provide any funds or other things of value to the pupil or his parent or guardian that a school district could not legally provide to a similarly situated pupil of the school district, or to his or her parent or guardian.

For inquiries regarding computer problems or damage, please consult the K12 Support Page for more information: http://help.k12.com/support/contact-support . K12 will contact us regarding this issue, and we will send out a damage/loss report for you to complete in order to get a replacement.

Computer/Software Restriction

Due to contractual agreements with computer suppliers and software providers, iQ Academy California - Los Angeles-issued computers and subsequent software cannot be exported outside the United States.

iQ Academy California - Los Angeles Parent-Student Computer Use Policy

Permitted Use

- iQ Academy California - Los Angeles shall permit the student and the responsible teaching adult to use the equipment and materials of iQ Academy California - Los Angeles solely for the education of the student while enrolled at iQ Academy California - Los Angeles and for no other purpose.
- Students and the responsible teaching adult are only permitted to visit websites for the purpose of iQ Academy California - Los Angeles related educational research.

Prohibited Use

Users shall not use the equipment, software, Newrow classrooms, and other materials of iQ Academy California - Los Angeles to view, download, save, receive or send material related to or including any of the following:

- Playing games or online gaming.

- Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
- Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
- Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
- Conducting any activity that is in violation of Charter School policy, the student code of conduct or local, state or federal law.
- Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
- Conducting for-profit business.
- Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
- Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
- Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
- Accessing or attempting to access material or systems on the network that the student is not authorized to access.

Software programs may not be installed on the computer without written permission from the iQ Academy California - Los Angeles Technology Manager. The Technology Manager can be contacted through the iQ Academy California - Los Angeles office. Only the software that is required by iQ Academy California - Los Angeles will be allowed on the iQ Academy California - Los Angeles computer. All other software will be prohibited. Software that was originally provided with the computer may be updated without permission.

This would include programs but is not limited to:

- Adobe Flash Player
- Adobe Reader
- Microsoft Windows
- Microsoft Office
- Sun Microsystems JAVA

Any unacceptable usage of the property, software, and/or violation as described above regarding iQ Academy California - Los Angeles equipment, software, newrow classrooms, or Network/Internet Policy (found in the enrollment paperwork and signed before enrollment) may result in disciplinary action up to and including the immediate termination of enrollment in iQ Academy California - Los Angeles.

Internet Safety Policy

It is the policy of iQ Academy California - Los Angeles to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other

unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions
Key terms are as defined in the Children's Internet Protection Act (CIPA).

Access to Inappropriate Material
To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter the internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision and/or the Learning Coach, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage
To the extent practical, steps shall be taken to promote the safety and security of users of the iQ Academy California - Los Angeles online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring
It shall be the responsibility of all members of the iQ Academy California - Los Angeles staff and the Learning Coach to supervise and monitor usage of the online computer network and access to the internet in accordance with this policy and the Children's Internet Protection Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Learning Coach, iQ Academy California - Los Angeles, or designated representatives.

CIPA Definitions of Terms:
- TECHNOLOGY PROTECTION MEASURE**,** The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:
  - OBSCENE, as that term is defined in section 1460 of title 18, United States Code;
  - CHILD PORNOGRAPHY, as that term is defined in section 2256 of title 18, United States Code; or
  - Harmful to minors.
- HARMFUL TO MINORS**:** The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
  - Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

- Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
- Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

- SEXUAL ACT; SEXUAL CONTACT**:** The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.

If you are being harassed in your school course environment, it is important to report it immediately to your school administrator. Harassment comes in many forms including:

- Spam (unsolicited e-mails not pertaining to the course)
- Threatening communications
- Offensive communications or any other kind of communication that makes you feel uncomfortable.

Suicide Prevention

Suicide is the leading cause of death among youth and an even greater amount of youth consider and attempt suicide. As a school we work to create a safe and nurturing environment that minimizes ideation in students. In addition to school supports, the following local agencies are available to help:

National & Statewide Resources:

- Suicide Prevention Lifeline: Call / Text / Chat to 988 :
  - Spanish and English
  - Chat online at: https://suicidepreventionlifeline.org/chat/
- Crisis Text Line: Text HOME to 741741; Crisis Text Line provides free, 24/7 support via text message for anxiety, depression, suicide, and school.
-
- California Youth Crisis Line 1-800-843-5200
- California Peer-Run Warm Line 1-855-845-7415; Non-emergency
- Care Solace: On-demand access to mental health resources. Available 24/7 to all IQLA students, families, and staff.
  - www.caresolace.com/iq
  - (888) 515-0595

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, IQLA created an in-house Suicide Prevention Crisis Team ("SPCT") consisting of administrators, mental health professionals, relevant staff, parents, and middle and high school students. The SPCT includes the following individuals:

1. Cathy Wilson - Director of Student Engagement
2. Erin Wiebe - School Culture and Climate Coordinator
3. Ashely Marshall – School Psychologist

To ensure the SPCT reflects the student body's perspective, IQLA shall designated the following volunteer student representatives to provide consultative insights:

1. Middle School Student, Student Representative
2. High School Student,, Student Representative

IQLA designates the following employees to act as the primary and secondary Suicide Prevention Liaisons to lead the SPCT:

- Primary Liaison: Erin Wiebe – School Culture and Climate Coordinator - erwiebe@iqcala.com – 323-813-5445
- Secondary Liaison: Cathy Wilson – Director of Student Engagement – cawilson-rademacher@iqcala.com – 909-332-2225

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the school website;
- Ensure compliance with Education Code section 215;
- Collaborate with community mental health organizations;
- Identify resources and agencies that provide evidence-based or evidence-informed treatment;
- Help inform and build skills among law enforcement and other relevant partners; and
- Collaborate to build community response.

Mental Health Referral Process

2026-2027

Introduction:

The purpose of the mental health referral process is to identify students, whose behavior may impact their ability to access or participate in the special education curriculum, and appropriately provide the supports they need to be successful. This process will detail the steps when considering referral to mental health services, and the different services provided.

Eligible Student Populations:

Students with IEPs who demonstrate behavioral health issues that impact their ability to learn and access the school curriculum are eligible for AB 114. ERMHS funds are

not restricted to students who have "emotional disturbance" as their identified disability.

*Please note ERMHS support is provided to students already found eligible for special education. If there are mental health concerns with general education students, please follow Student Study Team process and student may be referred for a psycho-educational evaluation to include eligibility for ERMHS services.

Services Covered:
Services must be included in the IEP and can include: individual counseling, parent counseling, social work services, psychological services, and residential treatment. Any service agreed upon by the student's IEP team as necessary for the student to receive a free and appropriate public education may be considered a related service and covered by AB 114 funds.

Information:
Mental health services are provided through a three-tier model:
*Please review progress as necessary to determine possible end of services and/or if additional supports are needed.

- Tier 1
  - New referral (SPED)
  - Mild level of needs
- Tier 2
  - Moderate level of needs and Tier 1 supports are deemed inadequate
- Tier 3
  - Severe level of needs
  - Tier 1 and 2 supports have been deemed inadequate

Referral Procedure:

Either Parent/LC or any school staff may report a concern. The Educational Related Mental Health Services (ERMHS) packet, located in SharePoint, must be completed by the teacher and parent/LC and submitted to the assigned school psychologist. An IEP meeting is held, and the team identifies the specific area of need, appropriate interventions to meet the need, and the data to be measured

Gender Identity and Expression

California law and school policy require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity. This policy is designed in keeping with these mandates to promote a safe, affirming, and healthy school environment where every student can learn.

The administrative designee shall coordinate with the school's Director of Student Engagement whenever a student requests, or the administration identifies a need to accommodate a

student's gender identity and/or gender expression to provide the necessary supports where appropriate.

Migrant education Program

A student is considered a Migrant if the parent or guardian is a migratory worker in the agricultural, lumber, or fishing industries and whose family has moved during the past three years. A qualifying move can range from moving across school district boundaries or from one state to another to finding temporary or seasonal employment. A young adult may also qualify if he or she has moved on his / her own for the same reasons. The eligibility period is three years from the date of the last move. If you have questions or want information about the available resources, contact the liaison.

Migrant Education Program Liaison
Krista Mount
kmount@caliva.org
(805) 581-0202

Prohibition Against Tobacco Use

Students shall not possess, smoke, or use tobacco or any product containing tobacco or nicotine while attending school-sponsored activities, or while under the supervision and control of school employees.

Smoking means inhaling, exhaling, burning, or carrying of any lighted or heated cigar, cigarette, pipe, tobacco, or plant product intended for inhalation, whether natural or synthetic, in any manner or form, and includes the use of an electronic smoking device that creates aerosol or vapor or of any oral smoking device for the purpose of circumventing the prohibition of smoking.

Tobacco products include:

1. A product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, or snuff.

2. An electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, pipe, or hookah.

3. Any component, part, or accessory of a tobacco product, whether or not sold separately.

Prevention Instruction

IQ Academy California Los Angeles shall provide developmentally appropriate tobacco-use prevention instruction for students at selected grade levels from K-12 pursuant to *Education Code* 51202. Such instruction shall be aligned with state content standards and the state curriculum framework for health education and with any requirements of state and/or federal grant programs in which the district participates.

Intervention/Cessation Services

IQ Academy California Los Angeles may provide or refer students to counseling, intensive education, and other intervention services to assist in the cessation of tobacco use. Such intervention services shall be provided as an alternative to suspension for tobacco possession.

Program Planning

IQ Academy California Los Angeles's tobacco-use prevention and intervention program shall be based on an assessment of tobacco-use problems in IQ Academy California Los Angeles and the

community, an examination of existing services and activities in the community, and a determination of high-risk student populations that are most in need of services.

The Head of School or designee may coordinate with the local health department and county office of education in program planning and implementation. He/she may establish an advisory council including students, parents/guardians, district staff, representatives of the local health department and community organizations, law enforcement professionals, and/or others with demonstrated expertise in tobacco prevention and cessation.

The Head of School or designee also shall coordinate IQ Academy California Los Angeles's tobacco-use prevention and intervention program with other school efforts to reduce students' use of illegal substances and to promote student wellness.

The Head of School or designee shall select tobacco-use prevention programs based on the model program designs identified by the California Department of Education (CDE) and may adapt the model to meet school needs.

The Head of School or designee shall not accept for distribution any materials or advertisements that promote the use or sale of tobacco products. He/she also shall not accept tobacco-use prevention or intervention funds or materials from the tobacco industry or from any entity which is known to have received funding from the tobacco industry.

Program Evaluation

To evaluate the effectiveness of IQ Academy California Los Angeles's program and ensure accountability, the Head of School or designee shall biennially administer the California Healthy Kids Survey or other appropriate student survey at selected grade levels in order to assess student attitudes toward tobacco and student use of tobacco. He/she also shall annually report to the Board, and to the CDE if required, the data specified in *Health and Safety Code* 104450.

The results of program evaluations shall be used to refine program goals and objectives and make changes as needed to strengthen program implementation.

Live Instruction

Live instruction at iQLA is assigned to students in all grade levels and is provided by a credentialed teacher. Each student's individual schedule may vary depending on grade, assessment scores, teacher assignment, etc. While iQLA adheres to the minimum daily instructional time requirements recommended by the State of California, our students often need additional, targeted support in specific areas. Therefore, increased daily instructional time may be necessary to meet the individual needs of each student. Below are the minimum requirements for students, based upon the student's instructional levels.

Advanced students – Enrichment sessions
Proficient – Invited to a minimum of 2 required sessions per week

Basic and Below Basic – Invited to a minimum of 3 required sessions per week
Students with disabilities – Invited and required to attend special academic instruction sessions as outlined in IEP.

All students will have their assigned required instructional schedule listed in their Class Connect page on the OLS/OLMS/OLHS. Teachers, parents, and students will review each student's required courses frequently to update and address any needed changes throughout the year. If a parent or student is concerned about any of the live instruction requirements/assignments, they should contact their homeroom teacher. If a family is unable to resolve their concern with their homeroom teacher, the family should request to speak with an administrator.

Multi-Tiered System of Supports (MTSS) and the Student Study Team (SST)

A Multi-Tiered System of Supports (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. The MTSS framework focuses on the whole child, supporting not only academic growth, but also behavior, social-emotional needs, and attendance/engagement. At iQ Academy, our MTSS frameworks:

1. Create inclusive and equitable school-based systems that ensure all students have equal opportunities to learn at high levels;
2. Help to organize resources, supports, and staff to serve students;
3. Use data-based decision-making, problem solving, and progress monitoring processes simultaneously;
4. Build on a strong Tier 1 program (academic, behavior, social-emotional) for all students;
5. Clarify Tier 2 and Tier 3 services that are targeted to ensure that every student is reaching his/her full potential; and
6. Ensure students get the support they need when they need it.

Each department has its own MTSS framework that includes the following critical components:

- Universal Screener: A tool to identify students who may need additional academic, social-emotional, and/or behavioral supports immediately and intensively.
- A Multi-Level Prevention and Intervention System:
    - Tier 1: Core Instruction - All students have access to essential grade-level academic and behavioral standards.
    - Tier 2: Supplemental Interventions - In addition to Tier 1, targeted students receive additional instruction and support in mastering grade-level essential targets and immediate prerequisite skills.
    - Tier 3: Intensive Interventions - In addition to Tiers 1 and 2, targeted students receive intensive support to master foundational and universal skills.

- Data-Based Decision Making: Data analysis and problem solving through teaming to make decisions about instruction, intervention, implementation, and disability identification (according to state law).
- Progress Monitoring: Valid and reliable tools and processes to assess performance, quantify improvement or responsiveness to intervention and instruction, and evaluate the effectiveness of the instruction, interventions, and supports.

Each department has its own Multi-Tiered System of Supports (MTSS) Team, dedicated to diagnosing and prioritizing Tier 3 interventions. The primary responsibilities of each department's MTSS Team is to:

- Determine the specific learning and/or engagement and social emotional needs of each student in need of intensive support;
- Diagnose the causes of the student's struggles in Tier 1 and Tier 2;
- Determine the most appropriate interventions to address the student's needs;
- Frequently monitor the student's progress to see if interventions are achieving the desired outcomes; and
- Revise the student's interventions when he or she is not achieving the desired outcomes.

The Student Study Team (SST) is a resource available to all families and staff members. The Student Study Team is designed to address parent or teacher concerns regarding their student's individual academic or behavioral needs. The Student Study Team meeting provides a forum for the parent, general education teacher, additional teachers, and support staff to come together and develop additional ideas or strategies to help the student. All Student Study Team meetings are conducted via web conference (Zoom, Class Connect, etc.) or conference call. The process should be used as the first step in working with a specialist to help identify a student's strengths and areas of need. This will provide additional support to a student to enable success within the least restrictive environment, the general education classroom. If you have academic or behavioral concerns regarding your student, please let your teacher know.

iQ Boost (RTI)

All students, from Kinder to 8th grade will participate in the STAR assessment in both Math and Reading within the first two weeks of school. The results of this assessment will identify a need, if any, for a tier 2 intervention for math and reading (below basic/urgent intervention). Based on score, students will be placed into tier 2 intervention. Students will be assessed, quarterly, (during intake session and during the final week of the quarter), using the benchmark assessment in Freckle to evaluate whether or not they will exit tier 2 intervention and move to tier 1 or move to tier 3, an SST referral.

IQ Boost or RTI (Response to Intervention) in education refers to a multi-tiered approach to identifying and supporting students with learning and behavioral needs. It is a framework used

by iQ Academy to provide early intervention and support to students who may be struggling academically or behaviorally.

iQ Boost (RTI) Intervention Services:

1. **Tiered Approach**: RTI typically consists of three tiers of intervention. Tier 1 includes high-quality instruction and universal screening for all students. Tier 2 provides targeted interventions for students who need additional support beyond what is provided in Tier 1. Tier 3 offers intensive interventions for students who continue to struggle even after receiving Tier 2 interventions.
2. **Data-Based Decision Making**: RTI relies on the collection and analysis of data to guide instructional decisions. This includes using screening assessments to identify students at risk, progress monitoring to track student growth, and analyzing data to determine the effectiveness of interventions.
3. **Collaborative Problem-Solving**: RTI involves collaboration among educators, administrators, parents, and other stakeholders to support student success. Teams meet regularly to review data, make instructional decisions, and determine the appropriate level of support for individual students.
4. **Differentiated Instruction**: RTI emphasizes the use of evidence-based instructional strategies tailored to meet the diverse needs of students. This may include small-group instruction, targeted interventions, and individualized support.
5. **Early Intervention**: One of the key principles of RTI is early intervention. By identifying and addressing student needs as soon as they arise, educators can prevent academic and behavioral problems from escalating and provide students with the support they need to succeed.

Intensive Academic Support

As a component of our Multi-Tiered System of Support (MTSS) Program and with the intent of providing students with intensive interventions in foundational skills, students may be enrolled in an Intensive Support Program. A student who is identified as in need of intensive intervention in the subject areas of mathematics and/or English Language Arts will be required to participate in this supplemental program. This need will be determined through student assessment data and teacher input. While time and intensity requirements may vary, this program will provide interventions multiple days per week on an ongoing basis. Students in this program will be continuously monitored to ensure they are receiving the best academic support available to them.

iQ Connect Program

iQ Connect is a transformative TK-12th grade school support program offered by iQLA. iQ Connect is designed to enhance student engagement by nurturing their academic, social, behavioral, and emotional skills through personalized, relationship-based interventions.

iQ Connect Supports

- **Onboarding:** iQ Connect is the first stop for all new students entering our school. Onboarding support through the iQ Connect program helps to ensure all students obtain the skills necessary to be successful in our school and to support teachers with preparing incoming students. The onboarding program begins before a student's first day of school and extends throughout the year.

- **Social-Emotional:** Social-Emotional Learning opportunities are provided for all students through special assemblies, staff education, and integrated classroom activities. Additional supports are provided through iQ Connect for students with social or emotional needs, families facing crisis or loss, and homeless or foster youth (see the McKinney Vento and Students in Foster Care sections).

- **Engagement:** The iQ Connect Engagement Program is crafted to offer additional support to students showing evidence of disengagement in their schooling. Tailored to address the varied needs of our student body, our dedicated engagement coaches utilize a comprehensive approach to guide interventions and support strategies. The purpose of the Engagement Program is to empower students with the skills and support they need for school success. Through targeted sessions and outreach based on individualized goal-setting, iQ Connect supports a community of learners focused on essential skills, enhancing not only academic achievement but also fostering a positive and engaged learning experience.

Accessing iQ Connect Support

Students identified as those who could benefit from working with iQ Connect will be referred to the program via a staff member. If you are interested in additional support for your student, please discuss your concerns with your student's Homeroom Teacher first. Requests for iQ Connect support are reviewed individually, with placement determined by each student's individual needs.

**iQ Connect Supports do not supersede accommodations put into place under IDEA. If you feel your child needs additional support and/or accommodations, please reach out to your assigned Special Education case manager.*

Star360

As part of enrollment, every student receives their very own Star360 account. Star360is a great tool to practice concepts learned and ideas to focus on. Students at iQ Academy California - Los Angeles will be required to complete this benchmark assessment 3 times during the academic

year. In addition, this resource may be required as part of the student's assignments if deemed necessary by the teacher.

State Standardized Tests

As members of a public charter school, our students participate in the following state standardized tests:

- **Grades 3-8, and 11 California Assessment of Student Performance and Progress (CAASPP)**
- **Grades 5, 8 and High School California Science Tests**
- **Grades 5, 7 and 9 Physical Fitness Test (PFT)**
- **English Learners: English Language Proficiency Assessment for California (ELPAC)**

The ELPAC is the state assessment used to determine the English language proficiency of students whose primary language is not English, taken annually until they are reclassified as Fluent English Proficient. Parents and guardians can not opt their child out of the Initial or the Summative ELPAC. California state law and federal law require that all students whose primary language is a language other than English be assessed for English language proficiency on an annual basis.

Participation rates are critical to the success of our school. According to recent regulations outlined in the No Child Left Behind Act of 2002, a public school is required to achieve a participation rate of 95% on any state testing. If a school has less than 95% of its students participate in any assessment, the school runs the risk of receiving a serious penalty by the state of California. Parents have a right to opt out of state testing. Please reach out to your child's homeroom teacher to discuss this option.

The iQ Academy California - Los Angeles faculty administers all state standardized test at facilities located within driving distance of the student's address on file. A testing schedule is provided in our school calendar. The homeroom teacher communicates individual student testing information as the testing window approaches.

Individual student performance results on statewide achievement testing will be distributed to both parents and teachers in a timely manner.

The California Assessment of Student Performance and Progress (CAASPP) System provides a full range of assessment resources for all students, including those who are English learners and students with disabilities.

Some resources are embedded into the technology platform for the computer administered CAASPP tests. Other resources are considered non-embedded since they are provided by the local educational agency (LEA). The following list defines the four different categories of student accessibility resources:

- **Universal tools** are available to all students on the basis of student preference and selection.

- **Designated supports** are available to all students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student's individualized education program (IEP) or Section 504 plan.

- **Accommodations** must be permitted on CAASPP tests to all eligible students if specified in the student's IEP or Section 504 plan.

- **Unlisted resources** are non-embedded and shall be made available if specified in the eligible student's individualized education program (IEP) or Section 504 plan and only on approval by the California Department of Education (CDE)

Visit CDE for more information at https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp.

The faculty administers standardized tests virtually (when allowed by the state) or at facilities located within a reasonable driving distance of the student's address on record. To maintain enrollment at IQLA, the parent must make the student available for federal and state testing as needed (please refer to the Enrollment Requirements section for more information). A testing schedule is provided in our school calendar, with individual student testing information being communicated by the student's assigned teacher as the testing window approaches. Travel plans will not be approved during the state testing window.

Physical Fitness Test (PFT)
All students in grades five, seven, and nine are offered the Physical Fitness Test (PFT) during the spring of each school year (February - May). All students are encouraged to participate. Information will be provided to you by your teacher.

The California Physical Fitness Test (PFT) provides information that can be used by students to assess and plan personal fitness programs, by teachers to design the curriculum for physical education programs, and by parents and guardians to understand their children's fitness levels. This program also provides results that are used to monitor changes in the physical fitness of California students.

How can schools best prepare students for the PFT?
Students should be instructed in basic concepts of fitness development and maintenance in the required physical education program. (The required physical education program consists of 200 minutes every 10 school days for grades one through five, and 400 minutes every 10 school days for students in grades six through twelve [California *Education Code* sections 51210 and 51222].) Physical fitness instruction should include explanations of each fitness area and its relationship to good health as well as specific physical activities that improve or maintain each of the components of health-related fitness. Further, students should be provided with opportunities to participate in vigorous physical activity and exercise throughout the school day

and in physical education classes. Because conditioning prior to testing is important to the safe administration of the PFT, adequate time should be allowed for students to learn about how each fitness-area test is administered and to engage in practice sessions.

iQ Academy California - Los Angeles K-5 students will perform a variation of physical activity monitored by Learning Coach. MS students and HS PE-9 (ninth grade students) students are required to perform a variation of activity and record this on their PE Activity Logs. HS PE-9 provides Physical Fitness assignments to teach the students about the components of Physical Fitness. All of this mentioned will help prepare the students for the PFT.

Fitness Components and Tests
AEROBIC CAPACITY

The aerobic capacity fitness area refers to the maximum rate that oxygen can be taken into and used by the body during exercise. This component of fitness is considered important because of the research that associates good aerobic capacity in score reflects the maximum rate that oxygen can be taken into and used by the body during exercise. One mile run or walk test will be performed.

BODY COMPOSITION

The body composition fitness area targets the various factors that contribute to an individual's total weight (i.e., percent of muscle, bone, organ, and fat content). Body weight and height will be taken (BMI – body mass index).

MUSCLE STRENGTH, ENDURANCE, AND FLEXIBILITY

The muscle strength, endurance, and flexibility fitness area determines the health status of the musculoskeletal system (i.e., muscles and bones throughout the body). Balanced, healthy functioning of this system requires that muscles work forcefully (i.e., strength), over a period of time (i.e., endurance), and be flexible enough to have a full range of motion at the joints (i.e., flexibility). This component of fitness is important because it can reduce potential restrictions in independent living as adults (e.g., chronic lower back pain).

To determine the health level of the musculoskeletal system, four major areas are tested: (1) abdominal strength and endurance: curl-up/sit -up test, (2) trunk extensor strength and flexibility: trunk lift test, (3) upper body strength and endurance: push-up test, and (4) flexibility: sit and reach test.

How can parents and guardians best prepare their students for the test?
To help students prepare for the test, parents and guardians can be positive role models and encourage family physical activities.

When can parents and guardians expect to receive their students' PFT results?
Students who participate in the PFT will be provided with their individual results upon completing the PFT.

Why is physical fitness important?
Physical fitness has been shown to help children handle stress and control weight, build and maintain healthy bones, muscles, and joints; increase self-esteem and the capacity for learning, and strengthen peer relationships.

School Communication

In any school, but especially in a virtual school, regular communication with your iQ Academy California - Los Angeles teacher is essential for your student's success in our program. If you are planning to be out of state, on vacation, or otherwise unable to communicate with your teacher for a period of time please notify your teacher so that proper arrangements to monitor your student's progress and attendance can be made.

Due to the enrollment requirements of our school, if your teacher is unable to contact you for a period of time, he or she will follow the noncompliance procedure outlined herein. If after these procedures have been followed and contact has not been made, it will be the school's understanding that your child is enrolled in another educational program and he/she will be withdrawn.

Our primary means of communicating information to our school community is through the Parent Square platform. Legal Guardians are added to Parent Square upon school enrollment. Communication preferences can be customized by each user by logging in to their account at https://www.parentsquare.com/.

For general questions and concerns, please reach out to your student's teacher or write to admin@iqcala.com.

Voluntary Withdrawals

If the legal guardian decides to withdraw a student from IQ CALA (or if a student 18 years of age or older decides to withdraw him/herself), this decision must be communicated through the assigned homeroom teacher to ensure the student receives proper attendance and academic credit and all records are in order. A final meeting may be scheduled. At that time, the homeroom teacher will collect any outstanding work samples. Shipping labels required for the return of the loaned computer hardware and teaching materials will arrive within 2-3 weeks from the date you notified your teacher of your withdrawal.

Work Permits

Information:
Except in limited circumstances defined in law, all minors between the ages of 14-18 not seeking an Entertainment Work Permit and offered employment must have a permit to work. The only exceptions are those who are high school graduates, students who have been awarded certificates of proficiency, such as, California High School Proficiency Exam (CHSPE). A

student will need to complete a "Statement of Intent to Employ Minor and Request for Work Permit."

Qualifications:
A work permit shall not be issued until the written request for the permit from the parent, guardian, foster parent, caregiver with whom the minor resides, or residential shelter services provider, has been filed with the issuing authority.

School policy requires a minimum level of academic and attendance standards to obtain and maintain a work permit. Work permits will be issued only to students who are attending class regularly and maintaining a 2.0 GPA (grade point average) with no "Fs" as determined by prior REPORT CARD, PROGRESS REPORT or TRANSCRIPT if a new student. Eligibility will be verified after each grading period and the work permit will be revoked if GPA drops below 2.0, attendance becomes unstable, or student withdraws from school. If a student's work permit is revoked, employer will be notified to terminate employment.

In special cases a Probationary Work Permit will be issued to allow a student to work until the next grading period where improvement in grades and attendance must be demonstrated. If improvement is not demonstrated, the student's work permit will be revoked, and employer will be notified to terminate employment.

Vacation Work Permits do not have academic or attendance requirements. This type of work permit is issued for the summer only and is valid until the EXPIRATION DATE on the work permit. If a student wants to continue employment after the close of summer, (Vacation Work Permit or Renewal of Previously Issued Permit) a new application must be submitted to the Simi Valley Office.

A work permit shall not be denied on the basis of a pupil's grades, grade point average, or school attendance if the pupil is applying for the work permit in order to participate in a government-administered employment and training program that will occur during the regular summer recess or vacation of the school that the pupil attends.

A permit to work may be issued to any minor over the age of 14 years and under the age of 18 years to be employed on a regular school holiday, during the regular vacation of the public school, during such time as the minor is exempt from compulsory school attendance pursuant to Section 48231, and during the period of a specified occasional public school vacation in any of the establishments or occupations not otherwise prohibited by law.

The school provides a certificate of age. And the permit includes:
(a) The name, age, birth date, address and phone number of the minor.

(b) The place and hours of compulsory part-time school attendance for the minor, or statement of exemption therefrom, and the hours of compulsory full-time school attendance for the minor, if the permit is issued for outside of school hours

(c) The maximum number of hours per day and per week the student may work while school is in session.

(d) The minor's social security number.

(e) The signature of the minor and the issuing authority.

(f) The date on which the permit expires.

Procedures:

- Confirm eligibility with homeroom teacher, school report, or at workpermit@caliva.org
- Fill out Work Permit Request Form click here
- Submit to: workpermit@caliva.org, or mail to: Work Permits, 50 Moreland Rd, Simi Valley, CA. 93065

ENTERTAINMENT WORK PERMIT APPLICATIONS:

- Minors employed in motion pictures, commercials, theater, television, musical performances, rodeos, or modeling require an Entertainment Work Permit. The application can be obtained from the local office of the California Division of Labor Standards Enforcement, DLSE internet address or workpermit@caliva.org. The parent or guardian completes the requested information on the form and sends the application to the ISCA Simi Valley Office at 50 Moreland Road Simi Valley, CA 93065 for processing. It will take 1 to 3 school days after the arrival of the application to process and return by US mail.
- The form may also be faxed to 805.581.6102 or emailed to workpermit@caliva.org. Faxed or emailed applications should not have Parent Signature on form. DLSE requires Original Signatures on applications. School Signature and stamp will be original when returned to parent to sign and mail to a DLSE office for the permit.
- When emailing an on-line watermarked application for processing, indicate you are applying directly to the State for the work permit. The completed application will be emailed back to you.
- Same day walk-in permits can be obtained from the DLSE VAN NUYS ENTERTAINMENT WORK PERMIT OFFICE 6151 Van Nuys Blvd, Rm 100, Van Nuys, CA 91401, (818) 901-5484.
- Students submitting Entertainment Work Permit Applications must be in grades 9-12, a student must have a 2.00 GPA with no F's on their last REPORT CARD, PROGRESS REPORT or TRANSCRIPT for new students. If a student's Academic and Attendance Standards are below eligibility standards, the application will be returned as marked "Does Not Meet the District's Requirements and Permit Should Not Be Issued". Watermarked applications will have either Attendance or Academics sections marked "Insufficient" and permits will not be issued. A teacher may also request an Entertainment Work Permit be cancelled before renewal if a student is not attending regularly or making academic progress.

Transitional Kindergarten – 5th Grade Information

Course Level Placement

The iQ Academy California – Los Angeles offers students in the state of California the opportunity to work in an independent study learning environment where academic course levels are tailored to meet the student at his/her point of need. Students are placed in their age-appropriate grade level and courses. Additional supports, including, but not limited to, remediation and enrichment are provided as deemed appropriate by the student's teacher.

Elementary Courses

The courses listed below are the age-appropriate grade level courses that students will be assigned upon enrollment and at the beginning of each school year. Additionally, all students are assigned Physical Education as part of their Individualized Learning Plan. Students in grades 3-5 can choose to participate in the World Language program in place of Music. Please note that the World Language courses are not teacher-supported and cannot be given academic credit.

Grade Level	Math	Language Arts	History	Science	Electives
TK	Embark Math	Embark Language Arts Embark Free Reading and Journal Writing Embark Exploration Tools	Embark Social Studies	Embark Science	Embark Art Embark Music Embark Plus Circle Time
Kindergarten	Math K	ELA K E1	Social Studies Grade K	Science K	Art K Spotlight on Music K
1st Grade	Math 1	ELA 1	Social Studies Grade 1	Science 1	Art 1 Spotlight on Music 1
2nd Grade	Math 2	ELA 2	Social Studies Grade 2	Science 2	Art 2 Spotlight on Music 2
3rd Grade	Math 3 +	ELA 3	Social Studies Grade 3	Science 3	Art 3Spotlight on Music 3
4th Grade	Math 4 Focus CA	ELA 4 Focus CA	California Studies 4	Science 4 Focus CA	Art 4 Spotlight on Music 4

5th Grade	Math 5 Focus CA	ELA 5 Focus CA	Early American History A	Science 5 Focus CA	Amer. Art A Spotlight on Music 5

Physical Education

Physical education is a required course. Students are to complete an average of 20 minutes of physical activity per day in grades TK-5 for a total of 200 minutes every ten (10) school days. Learning Coaches are responsible for completing and submitting a completed PE log for each student at the conclusion of each quarter.

PE activities are activities that are structured, organized, and supervised (SOS). Examples include but are not limited to:

- Participation in an athletic class, dance class or sports team.
- Supervised activities such as regular bicycling, hiking, calisthenics, or jogging.

Progress in Curriculum

iQ Academy California - Los Angeles realizes that not all students work at the same pace, but students are typically expected to make 8-10% progress in each subject area per month. Students are expected to work daily in their assigned coursework, as detailed in the student's Individualized Learning Plan (ILP), which is provided by the general education teacher on a quarterly basis and updated as needed throughout the school year. K^{12} courses are designed to be completed over the course of one full school year. Students may also be assigned additional or different instructional activities, teacher-created assessments/assignments, including extension, enrichment, and remedial learning activities, based upon individual student need.

Course Level Promotion

The K^{12} Curriculum is a challenging, mastery-based curriculum. This means that each lesson teaches important concepts and builds upon previous lessons. K^{12} has identified the core lessons, which need to be completed to ensure mastery of a course. The remaining lessons are designed to spiral and reinforce the concepts taught in the core lessons. It is in your child's best academic interest to master all the core lessons in a course before moving on to the next course. Assessment data is used to make decisions that support individual student needs for rigorous intellectual work that expands on the curriculum. This may include projects, individualized assignments, and other differentiated instructional components.

If your child completes a course mid-year, you can work with your teacher to ensure your child has a well-rounded education and request that your child advances to the next course level. Once your teacher has verified mastery of the course, your teacher can order the next level of curriculum, thus minimizing the amount of time when your child completes one level of

curriculum and receives the next level of curriculum. New courses can be requested once a student reaches 90% progress in the core lessons in a subject. While your child is waiting for the new curriculum to arrive, students should complete the remaining 10% of the core lessons and reach 100% completion of the core lessons.

At the end of the school year, if your child has completed 90% of the core lessons, new courses will be ordered for the following year. The 90% expectation may be adjusted if your student is enrolled after the first day of the fall or spring semester. In order to ensure that your child does not miss any significant concepts, your child should complete the remaining 10% of the core lessons and reach 100% completion before beginning the new curriculum in the fall. This can be done informally during the summer, or at the start of the next school year.

In some cases, your child may not be ready for the next curriculum level to be ordered in June. This is okay, as course level promotion does not affect the student's promotion to the next grade level at the end of the school year. In these cases, your child will begin the new school year by completing their previous year's curriculum and when they have completed 90% of the core lessons, we can order the next level of curriculum. The extra time spent in the curriculum can help ensure your child's mastery of it and help ease the transition between the school years.

Promotion and Retention

The iQ Academy California - Los Angeles expects all students to achieve proficiency levels in grade level standards that allow them to progress through the current grade level within one school year. Instruction is designed to support students in meeting this expectation by accommodating the varying academic growth patterns and needs of each student. Therefore, the elementary program includes strategies and supplemental instruction for addressing these needs.

Promotion
Students shall progress through each grade level by demonstrating minimum levels of grade-level proficiency of expected student achievement in reading, English-language arts, and mathematics pursuant to Education Code section 48070.5(c), as measured by course progress, performance assessments and other factors, including grade marks, as approved by the governing board of the school.

Transitional Kindergarten to Kindergarten:
Transitional Kindergarten students who have completed one year of TK shall be promoted to Kindergarten.

Kindergarten to 1st Grade:
Kindergarten students who have completed one year of kindergarten shall be promoted to the first grade unless the parent/guardian and the school agree that the student shall continue in kindergarten for not more than one additional school year. Students continuing in

Kindergarten must have a completed Kindergarten Continuance form on file to extend their Kindergarten year.

1st to 2nd Grade:
Students who have completed one year of first grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the second grade.

2nd to 3rd Grade:
Students who have completed one year of second grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the third grade.

3rd to 4th Grade:
Students who have completed one year of third grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the fourth grade.

4th to 5th Grade:
Students who have completed one year of fourth grade and have met minimum proficiency levels in reading, English language arts, and mathematics as determined by factors outlined herein shall be promoted to the fifth grade.

5th to 6th Grade:
Students who have completed one year of fifth grade and have met minimum proficiency levels in reading, English language arts, and mathematics as determined by factors outlined herein shall be promoted to the sixth grade.

Retention
The decision to retain a student in his/her current grade level for the following school year will be made only after careful consideration to ensure the academic best interests of the student are served. iQ Academy California – Los Angeles does not retain students retroactively. Under approved enrollment requirements, all students are enrolled at their age appropriate grade level unless an official retention was approved by the previous school.

Any recommendation for student retention must involve the student's academic team, which may include one or more of the student's teachers, curriculum and intervention specialists, and school administrators.

Identification of students who are at risk of being retained will be made by the student's regular teacher, as early as possible in the school year and regularly throughout any student's enrollment with iQ Academy California – Los Angeles. Notification shall be provided to parent(s) of students identified as at risk for retention as early in the school year as practicable. Retention of students between second and fourth grade will be based primarily on proficiency

in reading. Retention of students between fourth grade and sixth grade will be based on minimum performance levels in reading, English-language arts, and mathematics.

Indicators of students who are at risk of being retained may include the following:

- Diagnostic assessment results in Reading and/or Mathematics indicating the student is performing 2+ more years below grade level standards.
- Below Expectation grade marks in reading, English language arts and/or mathematics
- STAR 360/Amplify Reading assessments indicating student is performing 2+ years below grade level standards.
- Summative assessments including, but not limited to, CAASPP or other standardized performance assessment results indicating student is below basic or far below basic grade level standards.
- Evidence of below minimal achievement levels including student work, teacher observation, performance assessments, and other data
- Evidence of lack of mastery of foundational concepts in reading, English language arts and/or mathematics that is below minimal performance levels.

All students identified as at risk for retention shall be referred for and required to participate in interventions and/or remediation programs to assist the student in attaining acceptable levels of academic achievement. These opportunities may include small group intervention, one-to-one and small group targeted intervention, supplemental remedial programs and/or appropriate remedial reading coursework. Students shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time.

The following process will be followed regarding the decision to retain a student to his/her current grade level:

1. Identification of the student for retention pursuant to the indicators outlined above.
2. The teacher(s) of record may recommend retention pursuant to the above indicators and other supporting factors.
3. Evaluation of written parent request/recommendation with supporting details received on or before May 1st .

5th grade students will be considered for retention based upon the indicators set forth herein and taking into consideration the lowest level of middle school courses offered in English language arts and in mathematics. If a student would not be successful in the lowest level of middle school coursework, the student may be a candidate for retention.

Following evaluation of the above evidence/data and other factors as outlined herein, a determination will be made concerning the appropriateness of retention to ensure the student's best academic interests are served. The recommendation, along with the written request for retention and a summary of all data, will be sent to the Head of School or Designee

for review and consideration. The Head of School or Designee may approve the retention, or return the request to reconsider the supporting data or provide additional information.

The legal guardians will be notified in writing of the decision regarding retention. If the parent disagrees with the determination regarding retention or promotion, an appeal may be made pursuant to the grievance policy and procedure outlined in this handbook.

Once an official decision has been made to retain a student, the retention will become effective on the last day of the current school year.

Acceleration: Mid-Year Promotion

When high academic achievement is evident, and it is determined that appropriate academic placement is not available that would better meet the student's academic needs, the teacher of record may recommend a student for acceleration of grade level promotion at mid-year. The decision to promote a student's grade level at mid-year or at the end of the school year will be made only after careful consideration to serve the academic best interests of the student. Mid-year promotions are approved or denied at the end of the first semester. If a student is promoted at the end of the first semester, he/she should be on target to complete all courses at his/her promoted grade level by the end of the school year. Kindergarten students do not qualify for a mid-year promotion unless they have completed one full year of kindergarten or will turn six their first-grade year by the date set by the state of California.

For the school to make sound academic decisions regarding mid-year grade level promotions, the following processes are followed:

1. Parents may request that the teacher promotes their child to a different grade level at the end of the 1st semester, which may result in a 2-grade promotion during one school year.
2. If the student's teacher agrees that a review for a mid-year grade level promotion is appropriate, the teacher will document the student's academic progress and assessments. **
3. The teacher will then send a written request (via mail or email) to the appropriate Administrative Designee. Requests must be received by email or postmarked by the due date.

**An examination of the student's skills/knowledge of the content areas may be conducted in a variety of ways, including, but not limited to in-person course evaluation, written assessments, in-person writing prompts, in-person interviews, and a complete evaluation of student work to determine consistent exceptional mastery (above grade level standards). Documentation may include, but not be limited to:

- Evaluation of reading ability and comprehension. This may be determined through STAR 360/Amplify reading assessment results in reading indicating the student is decoding and reading fluently at least 1.5 levels above his or her current grade level.

- K-2 benchmark assessment data (if applicable) indicating that the student has mastered all current grade level content/state standards and is prepared to meet the academic expectations at the new grade level.

- Diagnostic assessment data indicating the student is reading and comprehending 2 years above current grade level.

- Diagnostic assessment results indicating the student is academically prepared to meet the rigors of academics at the new grade level (advanced at current grade level).

- Standardized test results (if available) indicating the student was proficient or advanced at their previous grade level in both English language arts and mathematics.

- Evidence the student is making consistent, regular progress in a curriculum level (all courses) that is at or above the grade level to which the student would be promoted.

- Evidence the student will master the current curriculum by year-end, if the student is working one grade level above his or her current grade level.

- Student performance indicates exceptional mastery in all core courses and grade level state standards.

- Information regarding prior grade retention and the circumstances of such.

- The age of the student.

- Any academic concerns that have been expressed.

- If the student's assessment results are not above grade level, a written explanation as to why a promotion is still in the best interest of the student must be provided.

- If the student is not on track to complete all courses at the grade level he/she would be promoted to, a written explanation regarding why a promotion is still in the best interest of the student must be provided.

*Under no circumstance shall the parent or learning coach assist a student with assessments when the assessment is being used to promote a student mid-year.

If the parent does not agree with the decision regarding acceleration of the student, an appeal may be made pursuant to the grievance policy and procedure outlined in this handbook.

Mid-Year Enrollment

The K[12] curriculum is mastery based - each of the lessons in the curriculum builds upon content mastered in a previous lesson. As a result, all students who enter mid-year work with their assigned iQ Academy California - Los Angeles teacher to identify the academically appropriate starting point in the K[12] curriculum. Most often, we advise students who enter mid-year to complete the unit assessments offered at the end of each unit. If a unit assessment is mastered, you can assume that the student has mastered all concepts taught in that unit and you can mark all lessons in that unit as complete.

Advanced Learner Program

The K-5 Advanced Learners Program (ALP) is an opportunity to provide accelerated learners with enrichment activities including honor projects, etc. to deepen and extend their learning in a variety of areas.

To participate in the Advanced Learners Program, students must be recommended by their teacher and meet the following criteria:

- Self-motivated and making adequate progress in all assigned courses
- Engagement level reported as high
- Meeting all enrollment requirements
- Submitting work that exhibits above grade level skills
- Completing all assignments as indicated on the ILP, including honors projects, etc.
- Demonstrating mastery of most or all grade level assessments
- Has a genuine interest in, and demonstrates a love of learning

Elementary Standards-Based Grading Scale

Standards-based grading provides a focus on measuring student proficiency on grade level learning outcomes, based upon the California state standards.

To ensure that each student is evaluated based upon mastery of grade level appropriate skills and concepts, teachers of students in grades TK-5 will assess, instruct, and evaluate student learning and performance. Each student's semester report card grade marks will include the following criteria:

- Accuracy: Student's grade marks are based on assessments of student learning of standards-based grade level skills/concepts, as demonstrated by teacher observation of performance during live instructional sessions, evaluation of student coursework, performance on assigned assessments, etc.
- Consistency: Learning outcomes are based on rubrics, answer keys, and teacher-communicated performance expectations that describe exactly what the student should know and be able to demonstrate in each skill/concept.

- Meaningful: Grade marks should clearly communicate student achievement levels and growth that has taken place throughout each grading period.
- Supportive of Learning: Grade marks focus on demonstrated proficiency and provide feedback to ensure that all students are given opportunities for enrichment and/or intervention so that every student has the opportunity to reach his/her full academic potential.

Rubric: Student grade marks will be based upon ILP assignments, utilizing the following rubric. Each grade level report card will indicate the standards being measured in each content area.

Progress Towards Standard Mastery	***Description***
4	Student consistently demonstrates exceptional mastery of grade level standard being measured, with in-depth inferences and applications.
3	Student consistently demonstrates proficiency of grade level standard being measured. This is the expected level of performance for all students.
2	Student is approaching mastery of grade level standard being measured, but has some errors/omissions.
1	Student demonstrates little or no understanding of grade level standard being measured.
Not Measured (X)	Standard was not assessed during grading period.

Non-Instruction Factors assessed

Work and Study Habits	Completes online coursework consistently and on time, as indicated on the ILP Completes offline assignments neatly and submits on time, as indicated on the ILP Attends assigned live instructional sessions regularly Listens attentively and follows directions
Responsibility for learning	Works well with others and demonstrates respect for others Contributes to classroom discussions and activities Accepts responsibility for classroom behavior

Rubric

Indicator	Description
Exceeds Expectations (EE)	Student exceeds expectations in classroom and coursework requirements.
Meets Expectations (ME)	Student meets expectations in classroom and coursework requirements.
Below Expectations (BE)	Student is below expectations in classroom and coursework requirements.

Report Cards

iQ Academy California - Los Angeles will provide a written report card for each student at the end of each semester. The progress report card will include an indicator of the student's progress as well as a short narrative report provided by the child's teacher.

As the K^{12} curriculum is mastery-based curriculum, each report card is a "snapshot", an important indicator of where a student is in his or her lesson schedule in a particular grade. Progress and achievement will vary according to lesson planning, teaching schedules, the date when a student enrolls, the student's learning style, and aptitude.

Students beginning after the start of school will receive a progress report based on the completion of lessons in accordance with the amount of time they have been enrolled.

Grade Appeal Policy

The role of an effective learning coach and engaged student includes monitoring academic progress on a consistent basis. Parents and students have constant access to view assignments and course grades through the Online School. If a concern arises about a specific grade on an assignment, or progress report, the assigned teacher should be notified immediately via e-mail. These issues are best resolved within the assigned grading period, when possible.

The grade earned by each student shall be the grade determined by the teacher of the course when grades are earned for any course of instruction. In the absence of any of the grounds

listed below, the grade shall be final. Within thirty (30) school days of the date that grades are mailed, the Education Rights holder for the student may request a change of a student's grade only on the following grounds:

1. Mistake
2. Fraud
3. Bad faith
4. Incompetency

Teacher level

1. Any request for a grade change must first be made in writing to the teacher who assigned the grade. A parent must make then request to the teacher within thirty (30) school days (for purposes of this policy and procedure, "school days" are defined as days when the relevant student is or should be in school, excluding summer school and intersession) of the date the grade report was mailed. This request must reference the teacher's grading criteria and shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent may present any relevant information, oral or written, in support of the request.

2. If the teacher agrees to change the grade, the teacher shall notify the parents in writing of the new grade and the change shall be made in the student's official records within ten (10) school days following the date the teacher received the parent's written request.

3. If the teacher does not agree to change the grade, the teacher shall notify the parent and the Academic Administrator of the teacher's decision, in writing, within ten (10) school days following the date the teacher received the parent's written request. The teacher shall forward a copy of the written request and decision to the Academic Administrator at the same time as the decision is provided to the parent.

4. If the teacher is no longer employed at the school, the parent may proceed directly to the next level.

Academic Administrator Level

1. In the event the teacher decides not to change the grade, the parent may appeal the teacher's decision to the Academic Administrator. A parent must make the written request to the Academic Administrator within ten (10) school days of the date of the teacher's written decision not to change the grade.

2. The parent's written appeal shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent, student, and teacher shall have the right to submit or present relevant documentation.

3. The Academic Administrator shall schedule a meeting via phone with the parent and shall give the teacher the opportunity to be present and/or to otherwise provide input. This meeting must be scheduled within ten (10) school days of the date the Academic Administrator received the parent's written appeal.

4. Following the meeting with the parent/guardian/student, the Academic Administrator will discuss the appeal with the teacher. Within twenty (20) school days of the school's receipt of the parent's written appeal to the Academic Administrator, the Academic Administrator shall inform the parent of the teacher's decision regarding the grade. If it is decided that the grade will be changed, the grade change shall be affected within thirty (30) business days of the date the Academic Administrator received the parent's written request for review.

Head of School (HOS) Level

1. In the event the Academic Administrator decides not to change the grade, the parent may appeal the teacher's decision to the Head of School (HOS) within 10 days of the Academic Administrator's written decision not to change the grade.

2. The parent's written appeal shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent, student, and teacher shall have the right to submit or present relevant documentation.

3. The HOS shall schedule a meeting via phone with the parent and shall give the teacher the opportunity to be present and/or to otherwise provide input. This meeting must be scheduled within ten (10) school days of the date the HOS received the parent's written appeal.

4. Following the meeting with the parent/guardian/student, the HOS will discuss the appeal with the Academic Administrator and teacher. Within twenty (20) school days of the school's receipt of the parent's written appeal to the HOS, the HOS shall inform the parent of the teacher's decision regarding the grade. If it is decided that the grade will be changed, the grade change shall be affected within thirty (30) business days of the date the HOS received the parent's written request for review.

Live Instruction

Required instructional sessions are based on data from diagnostics and interim assessments, student work samples, and teacher analysis of student needs, etc.

Failure to regularly attend and participate in assigned live instructional sessions may indicate that independent study is not an appropriate placement for your student.

Teacher Conferences

Throughout the year, both you and your child(ren) will meet with your teacher(s) via phone, via engaglei/zoom and/or in-person on a regular basis. Student work will be both assigned and collected during these meetings. Meetings provide an excellent time for you to celebrate your successes, voice concerns, obtain enrichment ideas and discuss your student's progress through the K^{12} curriculum. In addition, meetings provide your teacher with the opportunity to develop a strong learning partnership with you and your student through the use of dialogue, observation, and assessment.

Your teacher will work with you to arrange the date, time and location of all meetings. In person conferences will take place at a location that is mutually agreeable to both you and your teacher. It is both you and your teacher's responsibility to provide at least 24-hour notice should one of you become unavailable for the meeting. If a conference is canceled, your teacher will call to reschedule within the same learning period. A conference with your teacher will take place at least once per quarter; however, depending on your child's level of need, your teacher may require that you meet more often. Failure to meet this requirement may indicate that Independent Study is not the appropriate placement for your child and may result in your child's withdrawal from iQ Academy California - Los Angeles.
Your teacher will use these meetings to:

- Review the work completed by your student
- Provide additional instructional services (as is necessary)
- Assign work for the next learning period
- Conduct assessments in core subjects, as needed

Student Assessment

An important part of every student's educational journey is academic assessment. Assessments support the learning coach, student, and the student's teacher(s) with setting appropriate academic goals throughout the school year, determining whether goals have been met, and measuring student growth and achievement over the course of each quarter, semester, and school year. Assessments may be formal or informal in nature, may be administered in-person, via virtual classroom, and via other methods of communication, and include (but are not limited to): student coursework, benchmark assessments, standards-based assessments, diagnostic assessments, and other teacher-created assessments/assignments. At various points throughout the school year, learning coaches will work with the iQ Academy California – Los Angeles teacher to appropriately evaluate student achievement levels, which will support student's academic growth while enrolled in our program.

Work Samples

In order to meet state independent study guidelines, work samples will be required and collected quarterly. Your iQ Academy California - Los Angeles teacher will need to collect one sample or more from each of the areas your student was assigned work during the quarter. Your teacher may request to receive your child's work samples by mail or digitally. It is imperative that you and your teacher work together to collect and document these samples.

The collected work samples are stored as a part of your student's portfolio and are kept at the iQ CALA offices. Below are the qualifications of an acceptable work sample:

- Original document
- Digital work samples can be collected via email, file share, Dropbox, K12's Online Platform, etc.
- Demonstrates neat and organized work
- Demonstrates the best reflection possible of your child's abilities
- Includes student's name, date, unit & lesson number, (if it's not already pre-printed on a K^{12} worksheet)
- Assigned and completed within the quarter. Your teacher will provide you with the quarter dates, or you can refer to the calendar page of this handbook.
- Graded, marked, and scored by you, the Learning Coach. Please use the answer keys provided online or in the curriculum materials that were sent to you to check your student's work.

It is required by the state to for iQ Academy California - Los Angeles to maintain samples of student work. Therefore, it is imperative that appropriate work samples are collected. Failure to provide work samples may indicate that Independent Study is not the appropriate placement for your child.

Outings

Outings provide an opportunity for students, parents, and staff to come together for the purposes of socialization, community-building and hands-on learning experiences outside of the classroom environment. Students may receive academic and attendance credit for time spent at iQ Academy California - Los Angeles outings when the outing is educational in nature. Parents are responsible for any incurred costs including, but not limited to transportation, entrance fees, meals, etc. A parent or legal guardian must accompany the student to all outings in which the student participates.

If you have questions regarding the accessibility of the outing for a child with a disability, please contact the Special Education or 504 Coordinator.

Middle School (Grades 6-8) Information

Course Level Placement

iQ Academy California – Los Angeles offers students in the state of California the opportunity to work in an independent study program that is individualized to meet student needs. All students are placed in their age-appropriate grade level and courses, with remediation and enrichment support provided as deemed appropriate by the student's assigned teacher.

Middle School Courses

The courses listed below are the age-appropriate, grade level courses assigned to students upon enrollment and at the beginning of each school year. Middle school students are automatically assigned the electives of Art and either Careers or Computer Science (depending on their grade level and completed prerequisites, in preparation for the high school Career and College Prep Program). An opt-out survey is available for students who wish to switch to Music or World Language.

Career Explorations I & II are project-based learning courses that allow students to explore different career options through research, writing, and student collaboration.

Computer Science 8A/B teaches students the fundamentals of computer science through art, design, animation, and computer coding as they work toward culminating projects.

	Sixth	Seventh	Eighth
Language Arts	ENG06A Language Arts 6 ENG06B Language Arts 6	ENG07A Language Arts 7 ENG07B Language Arts 7	ENG08A Language Arts 8 ENG08B Language Arts 8
Math	MTH06AE3 Math 6MTH06BE3 Math 6	MTH07AE3 Math 7 MTH07BE3 Math 7	MTH08A Math 8 MTH08B Math 8
Science	SCI06ADE3 Earth Science SCI06BDE3 Earth Science	SCI07ADE3 Life Science SCI07BDE3 Life Science	SCI08ADE4 Physical Science *SCI08BDE4 Physical Science
History	HST06A World History I CA HST06B World History I CA	HST07A World History II CA HST07B World History II CA	HST08A American History to Late 1800s CA HST08B American History to Late 1800s CA
Physical Education	OTH06 Physical Education 6	OTH07 Physical Education 7	OTH08 Physical Education 8
Art	ART07A Intermediate World Art I* ART07B Intermediate World Art I*	ART08A Intermediate World Art II* ART08B Intermediate World Art II*	ART06A Intermediate American Art* ART06B Intermediate American Art II*
Career and College Prep	CAR005-PBL Middle School Career Explorations 1	CAR007-PBL Middle School Career Explorations 2	CS Computer Science 8 A CS Computer Science 8 B
Music (Optional)	MUS06 Spotlight on Music	MUS07 Spotlight on Music	MUS08 Spotlight on Music
World Language‡ (Optional)	MS Spanish Yr. 1 or Yr. 2 MS French Yr. 1 or Yr. 2 MS Chinese Yr. 1 or Yr. 2	MS Spanish Yr. 1 or Yr. 2 MS French Yr. 1 or Yr. 2 MS Chinese Yr. 1 or Yr. 2	MS Spanish Yr.1 or Yr. 2 MS French Yr.1 or Yr. 2 MS Chinese Yr.1 or Yr. 2

**Art courses are offered out of K12 grade level order, to comply with California education standards. Sixth grade students should receive Summit Intermediate World Art I course materials, even though they are marked as ART07. Seventh grade students should receive Summit Intermediate World Art II course*

materials, even though they are marked as ART08. Eighth grade students should receive Summit Intermediate American Art course materials, even though they are marked as ART06.†Computer Science courses are available to 8th graders who have previously taken the Careers Exploration classes.
‡World Language is not a teacher-supported course; therefore, the student does not receive academic credit.

Physical Education

Physical education is a required course. Students are to complete an average of 40 minutes per day for a total of 400 minutes every ten (10) school days for grades 6-12. Learning Coaches are responsible for completing and submitting a completed PE log for each student at the conclusion of each quarter.

PE activities are activities that are structured, organized, and supervised (SOS). Examples include but are not limited to:

- Participation in an athletic class, dance class or sports team.
- Supervised activities such as regular bicycling, hiking, calisthenics or jogging.

Course Level Promotion

Students in the middle grades work in their grade level curriculum. If a student needs additional time to work in the course, the teacher can make a request for a course extension. Not all requests are approved. Teachers may require students to participate in intervention support classes to remediate skills and help the student get back up to grade level. Intervention and support may be required in lieu of an elective course.

Promotion and Retention

iQ Academy California – Los Angeles expects all students to achieve proficiency levels in grade level standards that allow them to progress through each grade within one school year. To meet this expectation, instruction is designed to accommodate the varying interests and academic growth patterns of individual students and includes strategies and supplemental instruction for addressing identified academic deficiencies as needed.

Promotion
Students shall progress through each grade level by demonstrating minimum levels of grade-level proficiency of expected student achievement in reading, English-language arts, and mathematics pursuant to Education Code section 48070.5(c), as measured by course progress, performance assessments and other factors, including grade marks, as approved by the governing board of the school.

6th to 7th grade:
Students who have completed one year of sixth grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the seventh grade.

7th to 8th grade:
Students who have completed one year of seventh grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the eighth grade.

8th to 9th grade:
Students who have completed one year of eighth grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the ninth grade.

Retention
The decision to retain a student in their current grade level will be made only after careful consideration to serve the academic best interests of the student. Student retention recommendations must involve the student's academic team, which may include one or more of the student's teachers, curriculum and intervention specialists, and school administrators. Students shall progress through the grade levels by demonstrating growth toward meeting grade-level standards of expected student achievement.

All retentions are requests to retain in current grade level for the following school year. iQ Academy California - Los Angeles does not retain students retroactively. As per our enrollment requirements, all students are enrolled at their age-appropriate grade level unless an official retention was approved by the previous school.

Retentions that are approved will be effective as of the last day of the school year.

Course level and official grade level are not equivalent; therefore, current course level is not an indicator of promotion or retention eligibility.

As early as possible in the school year, the Administrator designee shall review requests to identify students who should be retained or are at risk of being retained. The following indicators of academic achievement may be used:

- Course Grades
- Lack of mastery in foundational math and ELA concepts
- Observation by teacher
- Universal assessment results
- STAR 360 reading assessment results
- Teacher and/or parent recommendation

When a student is identified as being at risk for retention by the teacher, intervention support will be implemented to assist the student in overcoming his/her academic deficiencies. The Parent or Legal Guardian will be notified in writing by the classroom teacher of the possible retention of the student, based on the above.

Parent requests for student retention must be received, in writing, before the last day of the third quarter. Original request letters must be sent certified with a tracking number, if not given to the teacher in person. The tracking number needs to be emailed to the teacher. For the academic team to appropriately consider the request, the team will review the documentation of the student's academic ability. The student's teacher will document information concerning the student's progress, work, assessment results, observations, and his or her recommendation for or against retaining the student.

Assessments and documentation will include, but are not limited to, the following:

- Current grades in all courses.
- STAR 360 results indicating the student is 2 or more levels behind.
- Performance interim assessment results indicating the student lacks foundational concepts to master concepts at his or her current age-appropriate grade level in math and reading.
- Prior years CAASPP test results.
- Students' Responses to Intervention plan and progress.
- Documentation that the student has completed assignments and worked with his or her teacher to remediate concepts necessary to master concepts in math and reading in the student's current grade level.
- Daily attendance requirements, per Enrollment Requirements.

8th-grade students will be considered for retention based upon the indicators above, as well as taking into consideration that the lowest level high school courses offered in Language Arts is Literary Analysis and Composition, and in math is Pre-Algebra. If a student would not be successful in the lowest level high school courses, the student must be considered for retention.

The recommendation of the team, along with the parent's written request for retention and a summary of all data, will be sent to the Head of School or Designee for review and consideration. The Head of School or Designee may approve the retention or return the request to the team to reconsider the supporting data or to provide more information.

If the parent does not agree with the decision, they may follow the grievance policy and procedure as outlined in this Parent Student Handbook.

Following evaluation of the above evidence/data and other factors as outlined herein, a determination will be made concerning the appropriateness of retention to ensure the student's best academic interests are served. The recommendation, along with the written request for retention and a summary of all data, will be sent to the Director(s) for review and consideration. The Director(s) may approve the retention or return the request to reconsider the supporting data or provide additional information.

The parent will be notified in writing of the decision regarding retention. If the parent disagrees with the determination regarding retention or promotion, an appeal may be made pursuant to the grievance policy and procedure outlined in this Parent Student Handbook.

Once an official decision has been made to retain a student, the retention will become effective on the last day of the current school year.

Acceleration: Mid-Year Promotion

The decision to promote a student in mid-year will be made only after careful consideration to serve the academic best interests of the student. Mid-year promotions (accelerations) are approved or denied at the end of the first semester. If a student is promoted at the end of the first semester, he/she should be on target to complete all courses at his/her promoted grade level by the end of the school year. Middle school students will also be considered for promotion at the end of the year from middle school to high school. Students who have completed and mastered all middle school core content (math, language arts, history, and science) will be considered for promotion to high school.

For the school to make sound academic decisions regarding mid-year grade level promotions or end of year promotion to high school, the following processes will be followed:

1. Parents may request that the teacher promotes their child to the next grade level at the end of the fall semester, which may result in a two (2) grade promotion during one school year.

2. If the student's teacher agrees that a review for a mid-year grade level promotion is appropriate, the teacher will document the student's academic progress and assessments.
3. The teacher will then send a written request (via mail or e-mail) to the appropriate Curriculum Specialist. Requests must be received by email or postmarked by the due date.

Assessments* and documentation (Education Code (EC) Section 48070.5(b)) shall include, but are not limited to:

1. Evaluation of reading ability and comprehension. This can be through reading an above grade level reading passage or by using the Reading STAR 360 (assessment results in reading indicating the student is decoding and reading fluently at least 1.5 levels above his or her current grade level).
2. Performance assessment results in both math and reading indicating the student is academically prepared to meet the rigors of academics at the new grade level (advanced at current grade level).
3. Standardized test results (if available) should indicate the student was proficient or advanced at their previous grade level.
4. Current grades in all courses
5. Evidence the student is making consistent, regular progress in a curriculum level (all courses) that is at or above the grade level to which the student would be promoted.
6. Evidence that the student will master the current curriculum by year-end, if the student is working one grade level above his or her current grade level.
7. Information regarding prior grade retention and the circumstances of such.
8. The age of the student.
9. Any academic concerns the teacher has or that the parent has expressed.
10. If the student's assessment results are not above grade level, the teacher must provide a written explanation as to why a promotion is still in the best interest of the student.
11. If the student is not on track to complete all courses at the grade level he/she would be promoted, the teacher must provide a written explanation regarding why a promotion is still in the best interest of the student.
12. The teacher's specific recommendation for the mid-year promotion, including consideration for the student's social abilities at the new grade level, and information as to whether the student's academic abilities will allow the student to continue to progress and master the curriculum at a rate appropriate to the new grade level.

*Under no circumstance shall the parent or Learning Coach assist a student with assessments when the assessment is being used to promote a student mid-year.

If the parent does not agree with the decision, they may follow the grievance policy and procedure as outlined in this Parent Student Handbook.

Mid-Year Enrollment

The K[12] curriculum course assignments are built upon content mastered in a previous lesson. Your student's assigned middle school teacher will work directly with you as to appropriate starting point in the students' English language arts, mathematics, history, and science curricular course work. Your teacher will assign the appropriate course content through the Online Middle School, corresponding to the appropriate pacing guide for the courses. Students will receive support to ensure a smooth transition into the course placement.

Live Instruction

Required instructional sessions are based on data from diagnostics and interim assessments, OLMS work submitted, and teacher analysis of student needs.

Failure to regularly attend and participate in assigned live instructional sessions may indicate that independent study is not an appropriate placement for your student.

Middle School (6th – 8th grade) Grading Scale

Students in the middle grades are evaluated using a letter grade scale which reflects their work and progress in their courses: Math, English/Language Arts, History, and Science

Grademark	Percentage Progress
A	100-90%
B	89-80%
C	79-70%
D	69% -60%
F	59% and below

Students enrolled in Physical Education, Careers/Computer Science, Art, and Music will receive a Pass or Fail grade determined by the following scheme:

Percentage Earned	**Letter Grade Assigned**
100 – 60%	Pass
59% or below	Fail

Students who enroll after the start of school or have special needs will work with their teacher to determine appropriate progress expectations for the school year.

Report Cards

iQ Academy California - Los Angeles will provide a written report card for each student at the end of each semester. The report card will include a letter grade earned in each of the core courses as defined above, as well as a comment provided by the child's teacher.

Grade Appeal Policy

The role of an effective learning coach and engaged student includes monitoring academic progress on a consistent basis. Parents and students have constant access to view assignments and course grades through the Online School. If a concern arises about a specific grade on an assignment, or progress report, the assigned teacher should be notified immediately via e-mail. These issues are best resolved within the assigned grading period, when possible.

The grade earned by each student shall be the grade determined by the teacher of the course when grades are earned for any course of instruction. In the absence of any of the grounds listed below, the grade shall be final. Within thirty (30) school days of the date that grades are mailed, the Education Rights holder for the student may request a change of a student's grade only on the following grounds:

1. Mistake
2. Fraud
3. Bad faith
4. Incompetency

Teacher level

1. Any request for a grade change must first be made in writing to the teacher who assigned the grade. A parent must make then request to the teacher within thirty (30) school days (for purposes of this policy and procedure, "school days" are defined as days when the relevant student is or should be in school, excluding summer school and intersession) of the date the grade report was mailed. This request must reference the teacher's grading criteria and shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent may present any relevant information, oral or written, in support of the request.

2. If the teacher agrees to change the grade, the teacher shall notify the parents in writing of the new grade and the change shall be made in the student's official records within ten (10) school days following the date the teacher received the parent's written request.

3. If the teacher does not agree to change the grade, the teacher shall notify the parent and the Academic Administrator of the teacher's decision, in writing, within ten (10) school days following the date the teacher received the parent's written request. The teacher shall forward a copy of the written request and decision to the Academic Administrator at the same time as the decision is provided to the parent.

4. If the teacher is no longer employed at the school, the parent may proceed directly to the next level.

Grade Level Administrator Level

1. In the event the teacher decides not to change the grade, the parent may appeal the teacher's decision to the grade level Administrator. A parent must make the written request to the Administrator within ten (10) school days of the date of the teacher's written decision not to change the grade.

2. The parent's written appeal shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent, student, and teacher shall have the right to submit or present relevant documentation.

3. The Administrator shall schedule a meeting with the parents and shall give the teacher the opportunity to be present and/or to otherwise provide input. This meeting must be scheduled within ten (10) school days of the date the Administrator received the parents' written appeal.

4. Following the meeting with the parent/guardian/student, the Administrator will discuss the appeal with the teacher. Within twenty (20) school days of the school's receipt of the parent's written appeal to the Administrator, the Administrator shall inform the parent of the teacher's decision regarding the grade. If it is decided that the grade will be changed, the grade change shall be affected within thirty (30) business days of the date the Administrator received the parent's written request for review.

Head of School or Designee Level

1. In the event the grade level Administrator decides not to change the grade, the parent may appeal the teacher's decision to the Head of School or their designee within 10 days of the Administrator's written decision not to change the grade.

2. The parent's written appeal shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent, student, and teacher shall have the right to submit or present relevant documentation.

3. The Head of School or Designee shall schedule a meeting via phone with the parent and shall give the teacher the opportunity to be present and/or to provide input. This meeting must be scheduled within ten (10) school days of the date the Head of School or designee received the parents' written appeal.

4. Following the meeting with the parent/guardian/student, the Head of School will discuss the appeal with the Administrator and teacher. Within twenty (20) school days of the school's receipt of the parent's written appeal to the Head of School, the Head of School or designee shall inform the parent of the teacher's decision regarding the grade.

If it is decided that the grade will be changed, the grade change shall be affected within thirty (30) business days of the date the Head of School received the parent's written request for review.

Outings

Outings provide an opportunity for students, parents, and staff to come together for the purposes of socialization, community-building and hands-on learning experiences outside of the classroom environment. Students may receive academic and attendance credit for time spent at iQ Academy California - Los Angeles outings when the outing is educational in nature. Parents are responsible for any incurred costs including, but not limited to transportation, entrance fees, meals, etc. A parent or legal guardian must accompany the student to all outings in which the student participates.

If you have questions regarding the accessibility of the outing for a child with a disability, please contact the Special Education or 504 Coordinator.

Teacher Conferences

Throughout the year, both you and your child(ren) will meet with your teacher(s) via phone, via Newrow and/or in-person on a regular basis. These conferences are focused on the student's academic performance, goals, and areas of growth and/or need. Meetings provide an excellent time for you to celebrate your successes, voice concerns, obtain enrichment ideas and discuss your student's progress through the K^{12} curriculum. In addition, meetings provide your teacher with the opportunity to develop a strong learning partnership with you and your student using dialogue, observation, and assessment.

Your teacher will work with you to arrange the date, time, and location of all meetings. In person conferences will take place at a location that is mutually agreeable to both you and your teacher. It is both you and your teacher's responsibility to provide at least 24-hour notice should one of you become unavailable for the meeting. If a conference is canceled, your teacher will call to reschedule within the same learning period. A conference with your teacher will take place at least once per quarter; however, depending on your child's level of need, your teacher may require that you meet more often. Failure to meet this requirement may indicate that Independent Study is not the appropriate placement for your child and may result in your child's withdrawal from iQ Academy California - Los Angeles.

Your teacher will use these meetings to:

- Review the work completed by your student
- Provide additional instructional services (as is necessary)
- Assign work for the next learning period
- Conduct assessments in core subjects, as needed

Work Samples

In order to meet state independent study guidelines, work samples will be required and collected each semester. Your iQ Academy California - Los Angeles teacher will need to collect one sample or more from each of the areas your student was assigned work during the semester. Your teacher may request to receive your child's work samples by mail or digitally. It is imperative that you and your teacher work together to collect and document these samples. The collected work samples are stored as a part of your student's portfolio and are kept at the iQ Academy California - Los Angeles offices. Below are the qualifications of an acceptable work sample:

- Original document
- Digital work samples can be collected via email, file share, Dropbox, K12's Online Platform, etc.
- Demonstrates neat and organized work
- Demonstrates the best reflection possible of your child's abilities
- Includes student's name, date, unit & lesson number, (if it's not already pre-printed on a K12 worksheet)
- Assigned and completed within the semester. Your teacher will provide you with the semester dates, or you can refer to the calendar page of this handbook.
- Graded, marked, and scored by you, the Learning Coach. Please use the answer keys provided online or in the curriculum materials that were sent to you to check your student's work.

It is required by the state to for iQ Academy California - Los Angeles to maintain samples of student work. Therefore, it is imperative that appropriate work samples are collected. Failure to provide work samples may indicate that Independent Study is not the appropriate placement for your child.

High School Information

Graduation Requirements

In order to prepare students for a rigorous post-secondary education, iQ Academy California - Los Angeles will prepare students by providing a course of study that aligns with the state's academic standards and meets or exceeds local district and state requirements.

Graduation Requirements for Cohort Year 2028-2029 or Earlier
Students enrolled in iQ Academy California - Los Angeles will carry a caseload of thirty (30) credits and maintain it throughout each semester. Students will obtain 210 credits as prescribed below in order to meet the graduation requirements. On a case-by-case basis, the guidance counselor may deem it in the best interest of a student to carry fewer credits in a given semester. At no time will any student carry fewer than twenty credits. All students are expected to make adequate progress toward graduation and course schedules are designed to support this progress.

Listed courses may have equivalents alternatives available through credit recovery, dual enrollment, or expansive course offerings not listed. Please consult with the school guidance counselor as applicable.

A. History/Social Science (30 Credits)
   a. Modern World Studies (2 semesters)
   b. Modern US History (2 semesters)
   c. US Government and Politics (1 semester)
   d. US and Global Economics (1 semester)

B. English (40 Credits)
   a. English 9 (2 semesters)
   b. English 10 (2 semesters)
   c. American Literature (2 semesters)
   d. British and World Literature (2 semesters)

C. Math (20 Credits) (Algebra 1 required)
   a.
   b. Algebra 1 (2 semesters)
   c. Geometry (2 semesters)
   d. Algebra 2 (2 semesters)
   e. Pre –Calculus/Trigonometry (2 semesters)
   f. Consumer Math (2 semesters)

D. Science (20 Credits) (1yr Biology/1yr Physical)
   a. Biology (2 semesters)
   b. Chemistry (2 semesters)

c. Physics (2 semesters)

E. World Language or Fine Art (20 credits) – minimum of 1 year of a World Language required
   a. World Language (2 semesters each)
   b. Fine Art (2 semesters)

F. Electives (55 credits)
   a. Various electives offered

G. Physical Education (20 credits) (2 semesters)

H. Skills for Health (5 credits) (1 semesters)

Graduation Requirements for Cohort Year 2029-2030
Students enrolled in IQ Academy California – Los Angeles will carry a caseload of thirty (30) credits and maintain It throughout each semester. Students will obtain 220 credits as prescribed below in order to meet the graduation requirements. On a case-by-case basis, the guidance counselor may deem it in the best interest of a student to carry fewer credits in a given semester. At no time will any student carry fewer than twenty credits. All students are expected to make adequate progress toward graduation and course schedules are designed to support this progress.

Listed courses may have equivalents alternatives available through credit recovery, dual enrollment, or expansive course offerings not listed. Please consult with the school guidance counselor as applicable.

A. History/Social Science (35 Credits)
   a. Modern World Studies (2 semesters)
   b. Modern US History (2 semesters)
   c. US Government and Politics (1 semester)
   d. US and Global Economics (1 semester)
   e. Ethnic Studies (1 semester)*

B. English (40 Credits)
   a. English 9 (2 semesters)
   b. English 10 (2 semesters)
   c. American Literature (2 semesters)
   d. British and World Literature (2 semesters)

C. Math (30 Credits) (Algebra 1 required)
   a.
   b. Algebra 1 (2 semesters)

c. Geometry (2 semesters)
d. Algebra 2 (2 semesters)
e. Pre –Calculus/Trigonometry (2 semesters)
f. Consumer Math (2 semesters)

D. Science (20 Credits) (1yr Biology/1yr Physical)
a. Biology (2 semesters)
b. Chemistry Physical Science (2 semesters)
c. Physics (2 semesters)

E. World Language or Fine Art (20 credits) – minimum of 1 year of a World Language required
a. World Language (2 semesters)
b. Fine Art (2 semesters)

F. Electives (50 credits)
a. Various electives offered
b. Ethnic Studies qualifies as an elective subject to course offering availability.*

G. Physical Education (20 credits) (2 semesters each)

H. Skills for Health (5 credits) (1 semester)

Courses may vary year to year depending on the offerings available.
*Ethnic studies currently is not a requirement for History/Social Science, subject to changes in state funding. If not required, the History/Social Science credit requirements will be thirty (30) credits, not thirty-five (35).

Minimum Graduation Requirements Diploma Pathway

The California Minimum graduation requirements graduation pathway is only available to 12th grade students who are at least forty (40) credits deficient in 12th grade Semester 1 or at least twenty (20) credits deficient in Semester 2. This graduation pathway is not aligned to A-G requirements. Eligibility must be met before a student can opt into this pathway. Please consult with your guidance counselor to determine eligibility.

12th grade Students enrolled in IQ Academy California – Los Angeles that opt into the minimum graduation requirements pathway will carry a minimum caseload of twenty (20) credits per semester. Students will obtain 135* credits as prescribed below in order to meet the graduation requirements. All students are expected to make adequate progress toward graduation and course schedules are designed to support this progress.

I. History/Social Science (35 Credits)
a. Modern World Studies (2 semesters)

b. Modern US History (2 semesters)
c. US Government and Politics (1 semester)
d. US and Global Economics (1 semester)
e. Ethnic Studies (1 semester)*

J. English (30 Credits)
   a. English 9 (2 semesters)
   b. English 10 (2 semesters)
   c. American Literature (2 semesters)
   d. British and World Literature (2 semesters)

K. Math (20 Credits) (Algebra 1 required)
   a.
   b. Algebra 1 (2 semesters)
   c. Geometry (2 semesters)
   d. Algebra 2 (2 semesters)
   e. Pre –Calculus/Trigonometry (2 semesters)
   f. Consumer Math (2 semesters)

L. Science (20 Credits)
   a. Biology (2 semesters)
   b. Chemistry (2 semesters)

M. World Language or Fine Art (10 credits)

N. Physical Education (20 credits) (2 semesters each)

Courses may vary year to year depending on the offerings available.
*Ethnic studies currently is not a requirement for History/Social Science, subject to changes in state funding. If not required, the History/Social Science credit requirements will be thirty (30) credits, not thirty-five (35). If not required the minimum graduation pathway required credits to graduate will be one hundred and thirty (130)

College and Career Prep at IQ (CTE)

College and Career Prep @ iQLA gives students exposure to career readiness and workforce preparation skills from career & technical education courses built around key career areas, allowing students to explore occupations of interest. Students enroll in traditional high school courses combined with industry-relevant, career-focused electives to prepare for career, college, or both. These engaging, content-rich courses expand the traditional education experience and maximize a student's ability to succeed in the community and workforce.

College and Career Prep @ iQLA is typically a three-year program and therefore, a great opportunity for students in 9th & 10th grade. 11th & 12th graders who are credit sufficient can benefit from College and Career Prep by participating in multiple aspects of the program that promote life skills and technical skills in preparation for college or career, however they may not be program completers without taking additional courses. They also have the opportunity to earn national certifications by completing certain courses and passing the national exam at the end of that course. Students who participate in College and Career Prep @ iQLA for at least two years will have enough exposure to CTE courses to be best prepared for some of the offered certification testing. Microsoft Office certifications may be earned as early as after one semester. College and Career Prep @ iQLA is not appropriate for 11th & 12th graders who are credit deficient, as coursework needed to graduate high school is the priority. Students in the College and Career Prep @ iQLA program must complete each year of the program prior to moving on to the following year, for example: The Introductory Year must be completed before moving on to courses in the Concentration year, and courses in the Concentration Year must be completed prior to moving on to the Capstone Year experience. In order for classes to count as part of the CTE experience, all pathway courses must be taught by a CTE credentialed teacher in order for it to be applicable to fulfilling pathway requirements.

College and Career program @ iQLA utilizes a Project Based Learning (PBL) instructional method in most CTE courses and incorporates this model into core content when possible. Project-based learning allows students to learn by participating in "real-world" projects. The projects require students to engage in the same content and standards but with the added benefit of applying the content in a useful, hands-on, and collaborative approach to learning. Students and learning coaches receive additional information about PBL courses at the beginning of each semester.

Students participating in the College and Career Prep @ iQLA will follow one of the Industry Sector pathways below. Any courses taken in this pathway count toward the 40 credits needed in the Electives category to graduate. All students who participate in College and Career Prep @ iQLA will complete one of the Career Explorations courses applicable to that sector to meet the Career Education graduation requirement.

Industry Sectors and Pathways available at College and Career Prep @ iQLA:

A. Business and Finance Industry Sector
    a. Business Management pathway
    b. Finance pathway
B. Information and Communication Technologies
    a. Games and Simulation Pathway
    b. Information Support and Services pathway
    c. Networking
C. Arts Media and Entertainment
    a. Animation
    b. Production and Managerial Arts Pathway
    c. Web Design

d. Multi Media Design
e. Graphic Design

College and Career Prep @ iQLA students will complete CAR003E2 Welcome to Destinations Learning lessons upon electing to participate in the SCP program, which is integrated into the Introduction to Online Learning Course. College and Career Prep @ iQLA students will also participate in small group college & career readiness lessons.

College and Career Prep **@ IQLA Concurrent Enrollment**

College and Career Prep @ iQLA students wishing to complete any of the pathway courses through dual enrollment and earn college credit must meet eligibility requirements and follow steps outlined in the Concurrent Enrollment policy. In addition, any course taken outside College and Career Prep @ iQLA through concurrent enrollment must be part of a CTE sequence of courses leading to a degree or certificate in the subject area covered by the sequence. In addition to the stated policies and requirements, all College and Career Prep @ iQLA students will be required to complete their Introductory year of their CTE program with College and Career Prep @ iQLA. In addition, students must also complete their Capstone year courses with the College and Career Prep @ iQLA or through a dual enrollment equivalent course in order to be eligible for a Work-Based Learning and/or Internship experience supported by College and Career Prep @ iQLA.

College and Career Prep **@ iQLA Outings**

College and Career Prep @ iQLA will work to facilitate outings to provide opportunities for teachers, parents, and College and Career Prep students to interact for the purpose of fellowship through career exploration, business & industry tours, community service, college campus tours, Career and Technical Student Organization (CTSO) events and competitions, and additional activities outside the classroom academic enrichment but connected to curriculum. A parent or guardian is expected to attend events with their student unless otherwise noted. Students are expected to follow all behavior and classroom expectations outlined herein while participating in any school sponsored event or outing.

Career & Technical Student Organizations

Participating in a CTSO may require some face to face meetings. These can occur in addition to other CTSO requirements.

Dress Standards

Clothing worn to College and Career Prep events should promote the learning process, appropriate behavior, and a professional attitude. It is expected that students will consider the event they are attending and will wear clothing that is consistent with their health, safety, and

welfare. Specifically, shoes must always be worn and special events will require close-toed shoes for the safety of the student.

Student Expectations

College and Career Prep @ iQLA students are expected to maintain and promote a positive, professional, and healthy self-image during all events and outings reflecting and encouraging good behavior and positive attitudes. Classroom guidelines and expectations extend outside of the virtual classroom and are important to an optimal environment for students.

Differential Graduation and Competency Standards for Individuals with Exceptional Needs

The Governing Board recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the district's regular course may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and districtwide assessments.

Certificate of Educational Achievement/Completion

Instead of a high school diploma, a student with disabilities may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)

- Satisfactorily completed a prescribed alternative course of study approved by the Board of the district in which the student attended school or the district with jurisdiction over the student as identified in his/her IEP.
- Satisfactorily met his/her goals and objectives during high school as identified in his/her IEP.
- Satisfactorily attended high school, participated in the instruction as prescribed in his/her IEP, and met the objectives of the statement of transition services.

A student with disabilities who meets the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a student of similar age without disabilities would be eligible to participate. (Education Code 56391) College

College Admission Requirements (A-G) iQ Academy California- Los Angeles is committed to offering high school students a variety of course options needed to meet the admission requirements of the California State University (CSU) and University of California (UC) system.

Information regarding California State University (CSU) and University of California (UC) admission requirements is provided for parents/guardians of students in grades 9 through 12. For information regarding the selection of courses that will meet college admission requirements, contact your student's high school guidance counselor. For additional information regarding college admission requirements and iQ Academy California - Los Angeles offered courses that meet the California State University (CSU) and University of California (UC) admission requirements please refer to the California State University website www.csumentor.edu and the University of California website www.universityofcalifornia.edu/admissions

In addition, the website http://iQ Academy California - Los Angeles.k12start.com/ provides valuable information regarding the college admission process.

In the event that iQ Academy California - Los Angeles is unable to offer a course that meets the A-G requirements set by the California State University (CSU) and University of California (UC) system, the school will provide students and their parents options for meeting the A-G requirement. The student and parent can work with their guidance counselor and head of school to choose the most appropriate option and receive reimbursement of expenses (tuition, books, and/or testing fees) upon submitting proof of satisfactory completion.

Annually, the iQ Academy California - Los Angeles counselor will contact every student in grades 9-12 to review chosen courses of study. Additionally, a student in grades 9-12 may at any time request a meeting with the counselor.

California State University and University of California "a-g" Entrance Requirements

1. US History/Social Science: 2 years
   World History: 1 year
   US History: 1 year or US History 1 semester & Civics or American Government 1 semester
   Ethnic Studies: 1 Semester

2. English: 4 years

3. Math: 3 years
   Algebra I, Geometry, Algebra II (4 years recommended)

4. Laboratory Science*: 2 years
   Biology, Chemistry, Physics (3 years recommended)

5. Language other than English: 2 years
   Must be the same language (3 years recommended)

6. Visual and Performing Arts: 1 year
   Art, Drama, Music, etc.

7. College Preparatory Electives: 1 year
   Visual and Performing Arts, History, English, Social Science, advanced math, Lab Science, languages other than English

** Due to the virtual nature of our program, the University of California does not recognize online-only Lab classes as a-g approved. Students in a-g lab sections must participate in in-person, teacher-directed lab activities as assigned by the teacher for 20% of class time. Students can also take these courses at a local community college to meet enrollment requirements.*

iQ Academy California - Los Angeles courses are found on the UC doorways website under "iQ Academy California – Los Angeles" http://www.ucop.edu/doorways/ iQ Academy California - Los Angeles is waiting for final approval of some courses for the a-g list. Students should contact specific campuses regarding admissions policies. All courses must be on the college preparatory, honors, or AP level with a grade of "C" or better.

High School Counselors

The iQ Academy California - Los Angeles guidance counselor work with our students to ensure their success. If you have questions regarding student classes, schedule, or graduation requirements please reach out to the guidance counselor.

Specific Support Provided by the Guidance Counselor:

- Coordinate yearly course selections, course changes, and long-term 4-year course selection plan
- Review and maintain transcripts
- Monitor student's progress
- Communicate with teachers, parents and students regarding academic status
- Conduct post-high school planning
- Write college recommendations
- Distribute scholarship information
- Distribute career/college readiness information
- Make financial aid material available and guide parents and students through the process
- Provide registration information regarding PSAT, SAT and Advanced Placement testing
- Coordinate teacher/parent conferences when requested
- Provide support for new high school students

Change in Class Schedule

iQ Academy California - Los Angeles will allow class/schedule changes in the first ten (10) days of each new semester for good cause.

Good cause includes, but is not limited to:

- Misplacement.
- Repetition of a previous course with a passing grade.
- Placement in a course prior to receipt of a transcript from the former district(s).
- Parent request

iQ Academy California - Los Angeles will not allow class/schedule changes beyond the first ten (10) days of each new semester.

Request for class/schedule change must be made in writing via email, or via the phone. The Guidance Counselor will follow up with mentor/ coach within 1 school day of receiving a request via email, or phone.

All work must be made up immediately upon entering the new course. This is the sole responsibility of the student.

Withdrawing from a Course

Student request for withdrawal from an assigned course will be honored according to the guidelines listed in the Change in Class Schedule policy. The withdrawal must be completed **within the first three weeks of each semester**.

The deadline to drop a course without receiving a grade of "F" is the end of the third week of each semester.

Progress in Classes

The goal of the High School is to educate your student(s). We cannot be successful if your student does not participate in school.

Attending an independent study program requires that students are able to complete work independently as outlined in the enrollment requirements and as scheduled by their subject teachers. If students are unable to complete and submit their assignments as assigned by their teachers, it may be an indication that independent study is not an appropriate placement.

In order to have successful progress in each class:

- Student will complete and/or submit all daily lessons in each course
- Student will make continuous progress (actively engaged, completing assignments and submitting assignments) in each course.
- Student will use the K12 curriculum exclusively and/or K12 contracted curriculum.
- Student must submit coursework at the direction of the teacher
- Student will attend all ClassConnect sessions as required

- During extended travel time student must be progressing (actively engaged and completing assignments) in the curriculum

If a student is not actively participating, iQ Academy California - Los Angeles may withdraw for not meeting enrollment requirements

Late Work Policy

Completing assignments on time is essential to student academic success. iQ Academy California – Los Angeles has a quarterly due date policy that requires that all unit course work is completed on or before the quarterly dates. Assignment and extension of unit coursework is up to the discretion of the teacher.

The belief and expectation of our faculty and school governance structure is that our students will work to exceed their goals and personal expectations. The iQ Academy California - Los Angeles faculty strives to support all students in this endeavor. Students are expected to complete all work as assigned by their classroom teacher on or before the due date. Makeup work for students in grades 9-12 shall be designated by the individual classroom teachers in accordance with the educational objectives of the class and/or course and provided according to the teacher's policies within that course. Grading and content penalties may apply to late assignments once submitted.

High School Physical Education

Physical education is a required course for ninth and tenth grade. Students are to complete an average of 40 minutes of physical activity per day or minimum of 400 minutes every 10 school days.

Learning Coaches are responsible for monitoring and supervising physical activity, logging PE attendance on the Online School (OLS)and completing required PE logs.

PE physical activity may be varied. There are many options/choices of physical activity accepted in HS PE. Examples are provided in the PE course syllabus.

Grading Scale for High School

Your grades will be determined based on how you perform on assignments within each course. Teacher graded activities include:

- Practice Lessons
- Web Explorations
- Labs
- Journal Entries
- Class Discussions
- Quizzes

- Tests
- Participation
- Essays and other written assignments

Assignments will be teacher graded or computer graded, depending on the assignment. During the semester, you can view your grades in the grade book. Your teachers, administrators, and parents also have access to your grade information.

High School Grading Scale

Grademark	Percentage
A	100-90%
B	89-80%
C	79-70%
D	69-60%
F	59% and below

Physical Education and homeroom is graded as pass/fail. All other courses follow the above grading scale.

Report Cards

iQ Academy California - Los Angeles will provide a written report card for each student at the end of each semester. The report card will include a letter grade earned in each of the core courses as defined above, as well as a comment provided by the child's teacher.

Credit Recovery

Credit recovery is a term used to describe a wide variety of educational strategies and programs that give high school students who have failed a class the opportunity to redo coursework or retake a course through alternate means—and thereby avoid failure and earn academic credit. iQ Academy California - Los Angeles evaluates credit recovery needs and makes credit recovery options available in-year and during the summer term. Please reach out to your guidance counselor to discuss what credit recovery options may be applicable to your student.

Teacher Conferences

Throughout the year, both you and your child(ren) will meet with your teacher(s) via phone, via Newrow and/or in-person on a regular basis. These meetings provide an excellent time for you to celebrate your successes, voice concerns, obtain enrichment ideas and discuss your student's progress through the K^{12} curriculum. In addition, meetings provide your teacher with the opportunity to develop a strong learning partnership with you and your student through the use of dialogue, observation, and assessment.

Your teacher will work with you to arrange the date, time and location of all meetings. In person conferences will take place at a location that is mutually agreeable to both you and your teacher. It is both you and your teacher's responsibility to provide at least 24 hour notice should one of you become unavailable for the meeting. If a conference is canceled, your teacher will call to reschedule within the same learning period. A conference with your teacher will take place at least once per quarter; however, depending on your child's level of need, your teacher may require that you meet more often. Failure to meet this requirement may indicate that Independent Study is not the appropriate placement for your child, and may result in your child's withdrawal from iQ Academy California - Los Angeles.

Your teacher will use these meetings to:

- Review the work completed by your student
- Provide additional instructional services (as is necessary)
- Assign work for the next learning period
- Conduct assessments in core subjects, as needed

Credit Award Policy – Examination or Proof of Mastery

Students are expected to meet the requirements as stated in order to receive a diploma. There are times when a student may have a special circumstance that needs to be treated differently. Although iQ Academy California - Los Angeles does not routinely offer credit by examination, correspondence education or work experience education, administration may deem these in the best interest of the student on a case-by-case basis, as long as the student can demonstrate mastery of the California State Standards.

Foreign Language Instruction at a Private School: Students who wish to continue a foreign language program in which they are currently enrolled may be able to enroll in 1 foreign language course at a private school per semester.

Students may also pursue Concurrent Enrollment as explained in this handbook.

Grade Appeal Policy

The role of an effective learning coach and engaged student includes monitoring academic progress on a consistent basis. Parents and students have constant access to view assignments and course grades through the Online School. If a concern arises about a specific grade on an assignment, or progress report, the assigned teacher should be notified immediately via e-mail. These issues are best resolved within the assigned grading period, when possible.

The grade earned by each student shall be the grade determined by the teacher of the course when grades are earned for any course of instruction. In the absence of any of the grounds listed below, the grade shall be final. Within thirty (30) school days of the date that grades are mailed, the Education Rights holder for the student may request a change of a student's grade only on the following grounds:

1. Mistake
2. Fraud
3. Bad faith
4. Incompetency

Teacher level

1. Any request for a grade change must first be made in writing to the teacher who assigned the grade. A parent must make then request to the teacher within thirty (30) school days (for purposes of this policy and procedure, "school days" are defined as days when the relevant student is or should be in school, excluding summer school and intersession) of the date the grade report was mailed. This request must reference the teacher's grading criteria and shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent may present any relevant information, oral or written, in support of the request.

2. If the teacher agrees to change the grade, the teacher shall notify the parents in writing of the new grade and the change shall be made in the student's official records within ten (10) school days following the date the teacher received the parent's written request.

3. If the teacher does not agree to change the grade, the teacher shall notify the parent and the Academic Administrator of the teacher's decision, in writing, within ten (10) school days following the date the teacher received the parent's written request. The teacher shall forward a copy of the written request and decision to the Academic Administrator at the same time as the decision is provided to the parent.

4. If the teacher is no longer employed at the school, the parent may proceed directly to the next level.

Academic Administrator Level

1. In the event the teacher decides not to change the grade, the parent may appeal the teacher's decision to the Academic Administrator. A parent must make the written request to the Academic Administrator within ten (10) school days of the date of the teacher's written decision not to change the grade.

2. The parent's written appeal shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent, student, and teacher shall have the right to submit or present relevant documentation.

3. The Academic Administrator shall schedule a meeting via phone with the parent and shall give the teacher the opportunity to be present and/or to otherwise provide input.

This meeting must be scheduled within ten (10) school days of the date the Academic Administrator received the parent's written appeal.

4. Following the meeting with the parent/guardian/student, the Academic Administrator will discuss the appeal with the teacher. Within twenty (20) school days of the school's receipt of the parent's written appeal to the Academic Administrator, the Academic Administrator shall inform the parent of the teacher's decision regarding the grade. If it is decided that the grade will be changed, the grade change shall be affected within thirty (30) business days of the date the Academic Administrator received the parent's written request for review.

Head of School (HOS) Level

1. In the event the Academic Administrator decides not to change the grade, the parent may appeal the teacher's decision to the Head of School (HOS) within 10 days of the Academic Administrator's written decision not to change the grade.

2. The parent's written appeal shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent, student, and teacher shall have the right to submit or present relevant documentation.

3. The HOS shall schedule a meeting via phone with the parent and shall give the teacher the opportunity to be present and/or to otherwise provide input. This meeting must be scheduled within ten (10) school days of the date the HOS received the parent's written appeal.

4. Following the meeting with the parent/guardian/student, the HOS will discuss the appeal with the Academic Administrator and teacher. Within twenty (20) school days of the school's receipt of the parent's written appeal to the HOS, the HOS shall inform the parent of the teacher's decision regarding the grade. If it is decided that the grade will be changed, the grade change shall be affected within thirty (30) business days of the date the HOS received the parent's written request for review.

Math Placement Policy

This policy has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for students entering 9th grade, to ensure the success of every student and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

1. In determining the mathematics course placement for entering 9th-grade students, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:

    a. School and statewide mathematics assessments, including interim and

summative assessments;

b. Recommendation, if available, of each student's 8th-grade mathematics teacher based on classroom assignment and grades;
c. Recommendation, if any, of each student's 9th-grade mathematics teacher based on classroom assignments and grades, provided at the beginning of the school year;
d. Final grade in mathematics on the student's official, end of the year 8th-grade report card;
e. Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year as described in Section 2, below.

2. The Charter School will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit a reevaluation of individual student progress. All mathematics teachers responsible for teaching 9th-grade students will assess the mathematics placements for each 9th-grade student assigned to the teacher's mathematics class. The teacher's assessment may include, but are not limited to, the student's classroom assignments, quizzes, tests, exams, and grades, classroom participation, and any comments provided by the student, the student's parent/legal guardian, and/or the student's other teachers regarding the student's mathematics placement. Based on the assessment, the teacher will then recommend that the student remains in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.

3. The Head of School, or his or her designee, shall examine aggregate student placement data annually to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included in Section 1 of this policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background.

4. iQ Academy California - Los Angeles offers clear and timely recourse for each student and his or her parent or legal guardian who questions the student's placement, as follows:

    a. A parent/legal guardian of any 9th-grade student may submit a written request to the Head of School, or his or her designee, that:
        i. Requests information regarding how the student's mathematics placement was determined. Within five (5) days of receipt, the Head of School or designee shall respond in writing to the parent/legal guardian's request by providing the information, including the objective academic measures that the Charter School relied upon in determining the student's mathematics placement.
        ii. Requests that the student retake the diagnostic test, in which case the Head of School or designee will attempt to facilitate the retest within

two (2) weeks.

iii. Requests reconsideration of the student's mathematics placement based on objective academic measures. Within ten (10) school days of receipt, the Charter School Head of School or designee shall respond in writing to the parent/legal guardian's request. The Head of School or designee and the student's mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in Section 1 and 2 of this policy. Based on this assessment, the Head of School or designee must determine whether the most appropriate mathematics placement for the student is the student's current placement or another placement, in which case the Head of School shall specify the mathematics course or level recommended for the student. The Head of School's or designee's response must provide the determination as well as the objective academic measures that the Head of School or designee relied upon in making that determination.

b. Notwithstanding the foregoing, if the Head of School or designee requires additional time to respond to a parent/legal guardian's request, the Head of School or designee will provide a written response indicating that additional time is needed. In no event shall the Head of School's or designee's response time exceed one (1) month.

c. If, after reconsideration of the student's mathematics placement by the Head of School or designee, the parent/legal guardian is dissatisfied with the student's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the Head of School or designee, acknowledging and accepting responsibility for this placement.

Awards and Special Certifications

iQ Academy California - Los Angeles honors their students through varying achievements and commendations that our students have achieved during high school. Below is a comprehensive list of ways that our students are given honors.

- **High Honor Roll**: All students (9-12) at the end of the fall and spring semester that have earned a GPA of 3.50 or greater, with no fails will receive High Honor Roll recognition indicated on the semester report card. Student report card will indicate award earned.

- **Honor Roll:** All students (9-12) at the end of the fall and spring semester that have received a 3.0-3.49, with no fails will receive Honor Roll recognition indicated on the semester report card. Student report card will indicate award earned.

- **Valedictorian:** A graduating student with the highest cumulative GPA (minimum 3.5) will receive a Valedictorian Medallion during at graduation. Students are notified of their valedictorian status prior to graduation.

- **Golden State Seal Merit Diploma:** Students may be eligible to receive a high school diploma and have demonstrated the mastery of the curriculum in at least six subject matter areas, four of which are English-language arts (ELA), mathematics, science, and U.S. history, with the remaining two subject matter areas selected by the student. Student's diploma and transcript will display the GSSMD insignia.

- **State Seal of Biliteracy:** This program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. Student's diploma will display the insignia.

- **IQLA-Only Valedictorian:** The distinction of being named the IQLA-only Valedictorian is reserved for the student who exemplifies excellence throughout their high school journey at IQLA. The IQLA-Only Valedictorian will receive a Valedictorian Medallion at graduation. Students are notified of their valedictorian status prior to graduation.

  Eligibility requires students to have been enrolled at IQLA for all four years of their high school experience and to have consistently met the academy's standards. The primary criterion for selecting the IQLA-only Valedictorian is the achievement of a 4.0GPA attained by a student who exclusively attended IQLA for high school. In the event of a tie in GPA, the following tiebreaker criteria are applied:

  - First Tiebreaker: If the tie is between a student who completed the A-G requirements and those who did not, the A-G completer will be designated as the IQLA-Only Valedictorian.

  In the scenario where multiple IQLA-only A-G completers share the same GPA; the following points are awarded:

  - Attendance Records: Perfect attendance garners 5 points, 1-3 absences garners 4 points, 4-6 absences are 2 points and 7-9 garners 1 point. 10 or more absences merits 0 points.
  - Dual Enrollment Courses- Each college unit earned for dual enrollment courses passed with a C or better receives 1 point per credit. Example: a college class worth 3 units garners 3 points for that course.
  - CTE certifications: Any CTE certification earned garners 5 points.
  - Leadership Positions: Holding leadership roles in school organizations such as CTE skills leadership, ASB, or an IQLA Club leader earns 5 points per leadership position.
  - Club Participation: Active involvement in school organizations such as CTE skills leadership, ASB, or an IQLA Club results in 3 points per club participation.

If a tie persists even after considering these criteria, multiple IQLA-only valedictorians will be recognized. This selection process ensures that the IQLA-only Valedictorian embodies the highest standards of academic achievement and engagement within the IQLA community.

Outings

Outings provide an opportunity for students, parents, and staff to come together for the purposes of socialization, community-building and hands-on learning experiences outside of the classroom environment. Students may receive academic and attendance credit for time spent at iQ Academy California - Los Angeles outings when the outing is educational in nature. Parents are responsible for any incurred costs including, but not limited to transportation, entrance fees, meals, etc. A parent or legal guardian must accompany the student to all outings in which the student participates.

If you have questions regarding the accessibility of the outing for a child with a disability, please contact the Special Education or 504 Coordinator.

Concurrent Enrollment

High School Concurrent Enrollment permits high school students the opportunity to enroll in courses at a local community college or at the high school site for educational enrichment. The purpose of the program is to provide “advanced scholastic,” “educational enrichment opportunities for a limited number of eligible students” as defined by Education Code, Section 48800 and 76002.

The Intent – The intent of the Education Code in allowing concurrent enrollment is to provide high school students with accelerated academic or vocational study that is not otherwise available in the home school of high school students (and occasional exceptional middle school students).

The Profile – Students who can benefit from accelerating their academic or vocational careers are eligible and welcome. Students who need remedial work (work to make-up for failed high school classes or middle school classes) are not eligible and must be served by iQ Academy California - Los Angeles.

Remediation – The intent to take classes in order to make up for classes that have been failed in high school is not allowed.

Policies and Requirements for Concurrent Enrollment
iQ Academy California - Los Angeles High School students wishing to enroll in a community college must complete all forms with their high school counselor. The guidance counselor will help students select classes that meet their educational needs. Students will only be permitted to register for classes that their counselor approves.

Each form needs to be signed by the counselor. The student must be in good academic standing with iQ Academy California - Los Angeles to be approved for concurrent enrollment.

Students under 18 years of age must have the signature of a parent or guardian authorizing the student's participation in the program. Students must submit a copy of the high school concurrent enrollment application to the counselor prior to enrollment each semester in which they wish to participate. Students are limited to six units, or two classes, per semester.

All coursework taken will appear on the student's community college transcript. If the coursework is pre-approved the student will receive credit from iQ Academy California - Los Angeles on his or her high school transcript. The community college is not responsible for the supervision of minor students anywhere on campus outside of the classroom setting. Faculty staff is not expected to wait with students until their ride arrives. At times, classes may be dismissed early.

Students must adhere to all college policies on course requirements, attendance, dates and deadlines, and any other applicable policies and procedures including the Student Code of Conduct. See college catalog or schedule of classes for policies.

Steps for High School Concurrent Enrollment

1. Read the class schedule and choose a course you would like to take.
2. Get your parent's approval for attending a college class and have them sign the high school concurrent enrollment form (if under 18).
3. Email the high school concurrent enrollment to your school counselor to obtain his/her signature and discuss your selection.
4. Complete an admissions application from the community college and take it to the Admissions & Records Office along with the high school concurrent enrollment form.
5. You will be required to take assessment tests if you enroll in English, math, or ESL courses and you must adhere to any prerequisite requirements.
6. You must fill out a separate high school concurrent enrollment form for each semester you wish to attend.

In order for your student to receive the concurrent credit, the iQ Academy California - Los Angeles office must receive the final transcript with the class taken from the community college.

Transfer of Courses

Upon transfer to another public high school, iQ Academy California - Los Angeles sends a transcript to the public school the student is transferring to. According to EdCode, *EC* Section 47605(b)(5)(A)(ii), a school district governing board may establish criteria for accepting course credits earned at another school and may disallow credits where it deems it appropriate to do so. If a school does not accept credits from iQ Academy California - Los Angeles, the Guidance Counselor and/or Head of School will call the school to discuss the issue at hand.

California High School Proficiency Exam

The California High School Proficiency Examination (CHSPE) is a testing program established by California law (*Education Code Section 48412*). If eligible to take the test, you can earn the legal equivalent of a high school diploma by passing the CHSPE. The CHSPE consists of two sections: an English-language Arts section and a Mathematics section. If you pass both sections of the CHSPE, the California State Board of Education will award you a Certificate of Proficiency, which by state law is equivalent to a high school diploma (although not equivalent to completing all coursework required for regular graduation from high school).

A person may take the CHSPE only if he or she meets one of the following requirements on the test date:

- He or she is at least 16 years old, OR
- He or she has been enrolled in the tenth grade for one academic year or longer, or
- He or she will complete one academic year of enrollment in the tenth grade at the end of the semester during which the CHSPE regular administration (spring or fall) will be conducted. For more information on the CHSPE or to register for the exam, please visit https://www.chspe.net

Release of Liability

My student has my permission to participate in any iQ Academy-sanctioned activity for the school year 2026-2027. This includes, but is not limited to, field trips, park days, testing and graduation ceremonies.

The undersigned parent or guardian assumes all risks in connection with the student's participation in any and all of the iQ Academy activities.

I, the undersigned, intending to be legally bound, do hereby for myself and heirs, executors, administrators and assigns, forever waive release and discharge iQ Academy it's officers, employees and agents from all liability, claims or demands for any damage, loss or injury to the student, the student's property, or parent's property or to myself in connection with participation in these activities, unless caused by the negligence of iQ Academy.

I do hereby certify that to the best of my knowledge and belief said minor is in good health. In case of illness or accident, permission is granted for emergency treatment to be administered. It is further understood and agreed that the undersigned will assume full responsibility for any such action, including payment of costs.

I attest and verify that said minor is physically fit and able to participate in school events and acknowledge that I am aware of the inherent risks in participating in any athletic event. Please make sure to notify the school if your child has had allergies, medicine reactions or an unusual physical condition which should be made known to a treating physician or which could limit participation in outings or in person events.



SIGNATURE OF RECEIPT AND ACKNOWLEDGEMENT:

By signing below, you are agreeing to the policies and procedures of the Parent handbook. Including (but not limited to):

- Enrollment Requirements
- Attendance
- Academic Progress
- Academic Integrity
- Appropriate behavior
- State testing requirements
- Grading system
- Release of Liability

Student Name (Please Print):_____

Student Signature:_____ Date:_____

Parent Name (Please Print):_____

Parent Signature:_____ Date:_____

Appendix A: Annual Notices

Cal Grant Program Notice

The Charter School is required by state law to submit the Grade Point Average ("GPA") of all high school seniors by Oct. 1 of each year, unless the student (if the student is 18 years of age or older) or parent/guardian (for those under 18 years of age) opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent/guardian, if the student is under 18 years of age) has opted out by or before February 1.

CalKIDS Program Notice

California Kids Investment and Development Savings Program (CalKIDS) is a program established by the State of California that funds up to $1,500 in free money for eligible low-income public school students to save for college and career training. Visit CalKIDS.org for more information about your child's eligibility and to you claim your child's account.

California Healthy Kids Survey

The Charter School will administer the California Healthy Kids Survey ("CHKS") to students at grades five, seven, nine, and eleven whose parent or guardian provides written permission. The CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables the Charter School to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

Cancer Prevention Act

Students in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school.

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. Kids who wait until later to get their first dose of HPV vaccine may need three doses.

HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

College Preparatory Course Offerings

Students enrolled in grades [8-12 also have the option of dually enrolling in the following courses at [Norco Community College and Irvine Community College

- **Use this link for the course list: COURSE LIST**

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall 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 of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

A copy of the information sheet regarding type 2 diabetes is available at: https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp.
Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

The Charter School will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the pupil's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available at: https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years. This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances. Synthetic drugs include but are not limited to synthetic cannabinoids ("synthetic marijuana," "Spice," "K2"), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health ("CDPH") has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent. Social media platforms may be used as a way to market and sell synthetic drugs, such as fentanyl.

Additional information regarding fentanyl from the CDPH's Substance and Addiction Prevention Branch can be found here.

Education of Foster and Mobile Youth

Definitions: For the purposes of this annual notice the terms are defined as follows:

- *"Foster youth"* means any of the following:

1. A child who has been removed from their home pursuant to Section 309 of the California Welfare and Institutions Code ("WIC").
2. A child who is the subject of a petition filed pursuant to WIC section 300 or 602 (whether or not the child has been removed from the child's home by juvenile court).
3. A child who is the subject of a petition filed pursuant to WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.

4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
    a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
    b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
    c. The nonminor is participating in a transitional independent living case plan.
5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.[1]
6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

- "*Former juvenile court school student*" means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.

- *"Child of a military family"* refers to a student who resides in the household of an active duty military member.

- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

- *"Newcomer pupil"* is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years. This also includes a "pupil participating in a newcomer program," as defined in Education Code section 51225.2, as that section read on January 1, 2023, who was enrolled in the Charter School before January 1, 2024. The Charter School may, in its

[1] The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

discretion, also extend the rights in Education Code sections 51225.1 and 51225.2 to a "pupil participating in a newcomer program," as defined in Education Code section 51225.2, as that section read on January 1, 2023.

- *"Educational Rights Holder" ("ERH")* means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.

- *"School of origin"* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, "school" as used in the definition of "school of origin" includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.
- *"Best interests"* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

- *"Partial coursework satisfactorily completed"* includes any portion of an individual course, even if the student did not complete the entire course.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a newcomer pupil will be collectively referred to as "Foster and Mobile Youth." Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a "parent/guardian" or "ERH."

Foster and Mobile Youth Liaison: The Head of Schools or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Erin Wiebe

School Culture and Climate Coordinator
50 Moreland Rd.,
Simi Valley, CA 9306
erwiebe@iqla.com
805-581-0202

The Foster and Mobile Youth Liaison's responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.

2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: The Charter School will work with foster youth and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.

2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

High School Graduation Requirements: Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and newcomer pupils who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student's school enrollment, or, for students with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school, may be used, whichever will qualify the student for the exemption. For a newcomer pupil, enrollment in grade 11 or 12, based on the average age of students in the third or fourth year of high school, may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the parent/guardian, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.

2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer

opportunities available through the California Community Colleges.

3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer a Foster and Mobile Youth or the court's jurisdiction of the pupil has terminated.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of Foster and Mobile Youth.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's additional graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Consult with the student and the student's ERH regarding the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.

2. Consult with the student, and the ERH for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.

3. Consult with and provide information to the student and the student's ERH about transfer opportunities available through the California Community Colleges.

4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the student's ERH.

5. For a student identified as a foster youth, consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Head of Schools or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5^{th}) year to complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and their ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.

2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education.

3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.

4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the pupil transfers between schools, or for a newcomer pupil, is not eligible for an exemption in the student's third year of high school, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to

graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the ***following*** academic year, Charter School shall reevaluate eligibility;

2. Provide written notice to the pupil, the pupil's ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the pupil's ERH of the pupil's options to:
    i. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, **or**
    ii. Upon agreement with the pupil's ERH, stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the pupil's ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Reporting Requirements: Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this notice, "pupil category" means the categories of pupils identified in the "Definitions" section of this Policy, above.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other

than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational recordkeeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent. Students who are 16 years of age or older or have finished 10th grade may access their own school records.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements

outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

Education of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;

3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or

4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

School Liaison: The Head of Schools or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Erin Wiebe
School Culture and Climate Coordinator
50 Moreland Rd.,
Simi Valley, CA 9306
erwiebe@iqla.com
805-581-0202

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by Charter School personnel through outreach and coordination activities with other entities and agencies and through the annual housing questionnaire administered by the Charter School

2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.

3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.

7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.

8. Charter School personnel providing services receive professional development and other support.

9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/

Housing Questionnaire: Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

School Stability: The Charter School will work with homeless students and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a homeless student's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Homeless students have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a homeless student seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). The Charter School will also immediately enroll any homeless student seeking to transfer to the Charter

School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Homeless students have the right to remain in their school of origin following the termination of the child's status as a homeless student as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.

2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder, Indian custodian[2] in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

High School Graduation Requirements: Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student's school enrollment, or, for pupils with significant gaps in school attendance, the pupil's age as compared to the average age of pupils in the third or fourth year of high school may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the

[2] "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code*

student, the student's educational rights holder ("ERH"), and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.

2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.

3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a homeless student who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer homeless.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be

entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's additional graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Consult with the student and the student's ERH regarding the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.

2. Consult with the student, and the ERH for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.

3. Consult with and provide information to the student and the student's ERH about transfer opportunities available through the California Community Colleges.

4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the student's ERH.

5. Consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a homeless student is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3 within the student's fifth year of high school, the Head of Schools or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5^{th}) year to complete the statewide coursework requirements. Charter School shall consult with the homeless student and the student's ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.

2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.

3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.

4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a homeless student is **not** eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the ***following*** academic year, Charter School shall reevaluate eligibility;

2. Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation , based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the ERH of the pupil's options to:

iii. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, **or**

iv. Upon agreement with the ERH, stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Reporting Requirements: Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Availability of Complete Policy: For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

English Learners

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter

School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents. Questions may be directed to the ELL Coordinator:

Anita Garza
agraza@iqla.com

Information Regarding Financial Aid

The Charter School shall ensure that each of its students receives information on how to properly complete and submit the 1) Free Application for Federal Student Aid (FAFSA) or 2) the California Dream Act Application as appropriate, at least once before the student enters 12th grade. The Charter School will provide a paper copy of the FAFSA or the California Dream Act Application upon request.

- The FAFSA form and information regarding the FAFSA are available at:
  - https://studentaid.gov/h/apply-for-aid/fafsa
- The California Dream Act Application and information regarding the California Dream Act is available at:
  - https://www.csac.ca.gov/post/resources-california-dream-act-application

The Charter School shall confirm that each of its students in grade 12 completes and submits a FAFSA to the United States Department of Education, or if the student is exempt from paying nonresident tuition pursuant to Education Code section 68130.5, a California Dream Act Application to the Student Aid Commission. Students who are exempt or whose parent/guardian (if the student is a minor) have opted-out will not be required to comply.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Charter School believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, the Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at the main office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records are required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from attendance until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

Child's Grade	List of shots required to attend school
TK/K-12 Admission	Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses **NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

Entering 7th Grade	Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose **NOTE:** In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7th grade advancement. At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.

Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder 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 suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the student will be disenrolled effective the date of the hearing.

If, as a result of the hearing, the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

Lost or Damaged School Property

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, the Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

Mental Health Services

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available on Campus:

- School-based counseling services – School based counseling services are provided to students with IEP in which counseling is a service provided for in their IEP. For all other mental health support, iQ Academy works alongside CalHOPE, a state funded and provided mental health program for all California children. If your child is in need of mental health support, including counseling, due to academic stress, transition to changes in their environment, or social concerns, including isolation, you are encouraged to contact your child's teacher, guidance counselor or any administrator. If you are in doubt of who this might be, please contact the office at (805)581-0202. Counseling services, whether provided by our Charter School or by an outside provider listed herein, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact us at sped_eval@iqcala.com to request an evaluation.

Available in the Community:

- BrightLife Kids and Soluna are CalHOPE programs to support the behavioral health of everyone ages 0–25 who lives in California. Both programs are 100% paid for by the State of California.
- Community Resources
- County based mental health clinics and hotlines.

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit** https://www.thetrevorproject.org/**.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

Nondiscrimination Statement

The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

Charter School does not discriminate against any person on the basis of sex or gender in the operation, conduct, or administration of community youth athletics programs, or in the allocation of parks and recreation facilities and resources or school and recreation facilities and resources that support or enable these programs.

The Charter School Board of Directors ("Board") shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups.

Instruction and instructional materials shall be factually accurate and align with the adopted curriculum and standards and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship. A teacher shall not give instruction and Charter School shall not sponsor any activity that promotes a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or pursuant to a characteristic listed in Section 220. Discriminatory bias in instruction and school-sponsored activities does not require a showing of direct harm to members of a protected group. Members of a protected group do not need to be present while the discriminatory bias is occurring for the act to be considered discriminatory bias. The Board shall take corrective action if it finds that instruction or school-sponsored activities are discriminatory.

The Board shall not adopt or approve the use of any textbook, instructional material, professional development materials, supplemental instructional material, or curriculum for classroom instruction if the use of such would subject a student to unlawful discrimination pursuant to Education Code section 220, or if the professional development materials or services promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum which would subject a pupil to unlawful discrimination pursuant to Section 220.

If the Board knows or has reason to know that materials were used in a classroom, that professional development materials or services were used, or that an action occurred that violated Education Code section 220, the Board shall investigate and remediate the action, which may include, but is not limited to, the implementation of restorative justice practices.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability).

The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender.

Pursuant to California law and the California Attorney General's guidance to K-12 schools in responding to immigration issues ("Guidance"), Charter School provides equal access to free public education, regardless of a student's or their parent's or guardian's immigration status or religious beliefs.

The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

Krista Mount
Director of Categorical Program
50 Moreland Rd.,
Simi Valley, CA 93065
kmount@caliva.org
805-581-0202

The lack of English language skills will not be a barrier to admission or participation in the Charter School's programs or activities. The Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

Oral Health Assessment

Students enrolled in transitional kindergarten or kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are

required to present proof of having received an oral health assessment completed by a dental professional that was performed within 12 months before the student's initial enrollment in a public school. Please contact the main office if you have questions about this requirement.

Parent and Family Engagement Policy

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. Parents may visit https://iqacademyca.k12.com/ to view the Parent Involvement Policy.

Physical Examinations and Right to Refuse

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Head of Schools a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Pregnant and Parenting Students

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it

is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Krista Mount
Director of Categorical Program
50 Moreland Rd.,
Simi Valley, CA 93065
kmount@caliva.org
805-581-0202

A copy of the UCP is available upon request at the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Head of Schools.

Notice Of Policy Regarding Immigration Enforcement Activity

This notice summarizes our Policy Regarding Immigration Enforcement Activity. The complete policy is available in the main office and at 50 Moreland Rd. Simi Valley, CA 93065.

OUR COMMITMENT TO ALL STUDENTS

We provide a safe, welcoming environment for all students regardless of immigration status or religious beliefs. We limit immigration enforcement activities at our facilities consistent with California law.

YOUR RIGHTS AND PROTECTIONS

Non-Discrimination: We prohibit discrimination, harassment, intimidation, and bullying based on immigration status, nationality, race, ethnicity, citizenship status, religion, national origin, or ancestry. We promptly investigate all complaints and take appropriate action.

Enrollment: We do not request citizenship or immigration documentation for enrollment, other than documents we might review but not retain to establish a child's birthdate. We accept various documents to establish residence (utility bills, rental agreements, pay stubs, declarations of residency) and age (birth certificates, baptism certificates, passports, or affidavits). Students experiencing homelessness may enroll even without typical documentation if otherwise eligible.
Privacy of Information: We do not collect or maintain information about students' or families' citizenship or immigration status except when required by law for specific education programs.

If we do, we collect such information separately from enrollment and do not use it to discriminate or prevent school attendance.

Social Security Numbers: We do not require Social Security numbers for enrollment. We may request the last four digits of an adult household member's number only to establish eligibility for free or reduced-price meals. Students can still qualify without providing this information if they meet income requirements.

INFORMATION SHARING LIMITS

We do not share student information that might indicate immigration or citizenship status unless authorized by the Family Educational Rights and Privacy Act (FERPA) or required by valid court orders, warrants, or subpoenas. We provide parents notice before responding to such requests (except in child abuse cases or when prohibited).

Immigration Enforcement Officers: Without written parental consent, we do not provide student information to immigration enforcement officers unless they present a valid judicial warrant, judicial subpoena, or court order signed by a judge. ICE administrative warrants do not authorize access to nonpublic school areas or student information.

CAMPUS ACCESS PROCEDURES

Immigration enforcement officers carrying out immigration enforcement activities may not enter nonpublic school areas without a valid judicial warrant or court order. In the event of an enforcement activity authorized by a judicial order, our staff will:

- Request credentials and documentation from any officer
- Contact the schoolsite administrator before granting access
- Request that officers not interrupt instruction
- Document all interactions and notify parents, staff, and students pursuant to the procedures outlined in our Comprehensive School Safety Plan
- Report attempts to access campus or students to the California Department of Justice and to the Charter School Board of Directors

ANTI-BULLYING AND HATE CRIMES

We educate students about respecting all peers and the harmful effects of bullying based on protected characteristics. We train staff to eliminate hostile environments and respond to harassment. Students who experience hate crimes have the right to report them. Review our complete Harassment, Discrimination, Intimidation, & Bullying Policy and Uniform Complaint Procedures in the main office.

SUPPORT FOR FAMILIES

Emergency Contacts: You may update your student's emergency contact information anytime. We encourage you to include a trusted adult or multiple adults who can care for your child if you become unavailable. We use this information only for emergencies.

Caregivers Authorization Affidavit: We encourage families to support relative caregivers in completing a Caregivers Authorization Affidavit. We will rely on a signed, completed Affidavit to

allow an authorized caregiver to enroll a student in school and to consent to school-related medical care. A parent's signature is not required on the Caregiver Authorization Affidavit. This form is available HERE.

If Parents Are Detained: We release students to emergency contacts or anyone with a Caregiver's Authorization Affidavit. We contact child protective services only if we cannot arrange care through provided contacts.

Family Safety Plans: We encourage families to develop safety plans identifying trusted adults who can care for students and locations of important documents (birth certificates, passports, medical information).

Resources for Detained Family Members:

- **ICE Detainee Locator**: https://locator.ice.gov/odls#/search
- **Legal Assistance**: California organizations accredited by Board of Immigration Appeals at https://www.justice.gov/eoir/recognition-accreditation-roster-reports; Self-Help Centers at http://www.courts.ca.gov/selfhelp-selfhelpcenters.htm
- **Consulates/Embassies**: Contact your country of origin's consulate for assistance

Safe Storage of Firearms

The purpose of this notice is to inform and to remind parents and legal guardians of all students at the Charter School of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to assure that you and your family are in compliance with California law:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.

- The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.

- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.

- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.

- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

School Safety Plan and Asbestos Management Plan

The Charter School has established a Comprehensive School Safety Plan. The Plan is available upon request at the main office.

Section 504

The Charter School recognizes 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 subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the 504 Coordinator:

Samantha Johnson Gonzales
sjohnson-gonzales@iqla.com

A copy of the Charter School's Section 504 policies and procedures is available upon request at the main office.

Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in **grades 7-12**. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
    - The date of the instruction
    - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in **grades 7-12**. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the Charter School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Special Education /Students with Disabilities

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The Charter School provides special education instruction and related services in accordance with the Individuals with Disabilities Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the East San Gabriel Valley SELPA. These services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Charter School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact:

Samantha Roan
Program Specialist
sroan@iqcala.com
916-500-4681

State Testing

The Charter School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress ["CAASPP"].) Notwithstanding any other provision of law, a parent's or guardian's written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

Student Records, including Records Challenges, Directory Information, and CCGI Notice

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Head of Schools or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School's Head of Schools or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Head of Schools must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

   Student Privacy Policy Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from a student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;

2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the Charter School will give the parent or eligible student, upon request, a copy of the

record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing;

3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;

4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;

5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);

6. Accrediting organizations in order to carry out their accrediting functions;

7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;

8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;

9. Persons who need to know in cases of health and safety emergencies;

10. State and local authorities, within a juvenile justice system, pursuant to specific State law;

11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the Charter School for students and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or

12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. The Charter School may disclose the personally identifiable information that it has designated as directory information without a parent's or eligible student's prior written consent. The Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment.

Please notify the Head of Schools at: Nick Stecken nicstecken@iqla.com

A copy of the complete Policy is available upon request at the main office.

Charter School shall not release directory information regarding a student identified as a homeless child or youth under the McKinney Vento Homeless Assistance Act in the absence of parent, guardian, or eligible student's written consent, except as follows:

a. When the directory information is released for the purposes of facilitating the student's access to an oral assessment or eye examination required by Charter School, unless the parent/guardian opts out of the examination.

Please note that data collected and reported by Charter School to the California Longitudinal Pupil Achievement Data System ("CALPADS"[3]) pursuant to state law, will be shared with the California College Guidance Initiative ("CCGI"[4]) and will:

1) Be used to provide pupils and families with direct access to online tools and resources.
2) Enable a pupil to transmit information shared with the CCGI to both of the following:
   a. Postsecondary educational institutions for purposes of admissions and academic placement.
   b. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

Please visit the CCGI website at CaliforniaColleges.edu to access resources that help students and their families learn about college admissions requirements.

Surveys About Personal Beliefs

Unless the student's parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

Teacher Qualification Information

As the Charter School receives Title I federal funds through the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA"), all parents/guardians of students attending the Charter School may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. Whether the student's teacher:

   a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;

[3] CALPADS is a database maintained by the CDE which consists of pupil data from elementary and secondary schools relating to, among other things, demographic, program participation, enrollment, and statewide assessments data.

[4] CCGI is an authorized provider of an institutional service to all California local educational agencies and part of the state's efforts to make college-going a more streamlined experience for students. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education ("CDE").

b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and

c. Is teaching in the field of discipline of the certification of the teacher; and

2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Head of Schools Nick Stecken at nicstecken@iqla.com to obtain this information.

Uniform Complaint Procedure ("UCP")

The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. The Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a) or 244(a).

2. Complaints alleging a violation of state or federal law or regulation governing the following programs:

   - Accommodations for Pregnant, Parenting or Lactating Students;
   - Adult Education;
   - Career Technical and Technical Education;
   - Career Technical and Technical Training;
   - Child Care and Development Programs;
   - Consolidated Categorical Aid;
   - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
   - Every Student Succeeds Act;

- Migrant Education Programs;
- Regional Occupational Centers and Programs; and/or
- State Preschool Programs.

3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

   - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

   - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.

   - A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

   Complaints of noncompliance with laws relating to pupil fees may be filed with the Head of Schools or the Compliance Officer identified below.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

Krista Mount
Director of Categorical Program
50 Moreland Rd.,
Simi Valley, CA 93065
kmount@caliva.org
805-581-0202

Only complaints regarding pupil fees, LCAP, or noncompliance with Education Code section 243 or 244 may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with the respective applicable laws.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School's Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from the Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. The Charter School failed to follow its complaint procedures.

2. Relative to the allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.

3. The material findings of fact in the Charter School's Decision are not supported by substantial evidence.

4. The legal conclusion in the Charter School's Decision is inconsistent with the law.

5. In a case in which the Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals the Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If Charter School fails to issue an investigation report within the required sixty (60) calendar day timeline, a party to a written complaint of prohibited discrimination may appeal directly to the SSPI. The complaint must provide evidence supporting the basis for direct filing and explain why immediate action is necessary.

Complaints alleging noncompliance with Education Code section 243 or 244 may be filed with the SSPI directly, and the SSPI may directly intervene without waiting for an investigation by the Charter School. The complainant shall present the SSPI with evidence that supports the basis for the direct filing and why immediate action is necessary.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. Complainants alleging a violation of Education Code section 220, 243, 244, 51500, 51501, or 60044, may seek civil remedies after sixty (60) calendar days have elapsed from the filing of an appeal with the CDE. before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 C.C.R. § 4622.

A copy of the UCP shall be available upon request free of charge in the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Head of Schools.

Use of Student Information Learned from Social Media

The Charter School complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student's educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School's records with regard to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first. A non-minor student or a student's parent or guardian may access the student's records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the Charter School by contacting the Head of Schools.

Workplace Readiness Week and Work Permits

The week of each year that includes April 28 shall be known as "Workplace Readiness Week." All public high schools, including charter schools, shall annually observe that week by providing information to students on their rights as workers.

Beginning August 1, 2024, any minor seeking the signature of a Charter School verifying authority on a Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate of Age will be issued, before or at the time of receiving the signature of the verifying authority, a document clearly explaining basic labor rights extended to workers. An infographic explaining these rights is available at: https://laborcenter.berkeley.edu/wp-content/uploads/2024/05/Know-Your-Rights-FINAL.pdf

Appendix B: Title IX Policy Prohibiting Discrimination on the Basis of Sex

Title IX Policy Prohibiting Discrimination On The Basis Of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of IQ Academy California – Los Angeles ("IQLA") to address sex discrimination, including but not limited to sexual harassment, occurring within IQLA's education program or activity.

IQLA does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq*.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.[5]

This Policy applies to conduct occurring in IQLA's education programs or activities including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom IQLA does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the IQLA Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination
Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by IQLA.

Prohibited Sexual Harassment
Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of IQLA conditioning the provision of an aid, benefit, or service of IQLA on an individual's participation in unwelcome sexual conduct;

- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to IQLA's education program or activity; or

- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct

[5] IQLA complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through IQLA.

Examples of conduct that may fall within the Title IX or the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults.
    - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.

- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
    - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
    - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
    - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
    - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

- Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in IQLA's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that IQLA investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in IQLA's education program or activity.

Party means a complainant or respondent.

Respondent means a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to IQLA's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or IQLA's educational environment, or deter sexual harassment.

Title IX Coordinator

The Board of Directors of IQLA ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Erin Wiebe
50 Moreland Rd.
Simi Valley, CA 93065
erwiebe@iqla.com
805-581-0202

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator:

Cathy Wilson
Director of student engagement
805-581-0202
cawilson-rademacher@iqcala.com
The Coordinator is responsible for coordinating IQLA's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to IQLA, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within IQLA's education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Head of Schools, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. IQLA will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy
IQLA acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation
IQLA prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related

to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Response to Sexual Harassment
IQLA will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

IQLA's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in IQLA's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. IQLA will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair IQLA's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

IQLA has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with IQLA's Uniform Complaint Procedures,

its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

IQLA requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by IQLA to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

IQLA will treat complainants and respondents equitably. IQLA presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

IQLA may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

IQLA allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by IQLA, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

IQLA will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence.[6] Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

IQLA must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in IQLA's education program or activity; or
- Did not occur against a person in the United States.

IQLA may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by IQLA;

[6] Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent IQLA from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable IQLA policy.

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- IQLA's grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that IQLA prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

IQLA may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with IQLA's policies.

IQLA may remove a respondent from IQLA's education program or activity on an emergency basis, in accordance with IQLA's policies, provided that IQLA undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under IQLA's Title IX grievance procedures, IQLA may offer an informal resolution process to the parties. IQLA will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, IQLA will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

In most cases, a thorough investigation will take no more than thirty (30) business days. IQLA has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless IQLA obtains that party's voluntary, written consent to do so for these grievance procedures; and
- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited

from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, IQLA will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within twenty (20) business days after IQLA sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- The findings of facts supporting the determination;
- The conclusions regarding the application of IQLA's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that IQLA provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals
Either party may, within five (5) business days of their receipt of IQLA's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Director of Student Engagement, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or IQLA's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences
Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up to and including expulsion from IQLA or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by IQLA.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

IQLA will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;
- Records of any appeal of a formal complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

TITLE IX SEX DISCRIMINATION AND Harassment COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

_____

_____

_____

_____

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

_____ Date: _____

Signature of Complainant

_____

Print Name

<u>To be completed by IQLA</u>:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Appendix C: Harassment, Intimidation, Discrimination, and Bullying Policy

Harassment, Intimidation, Discrimination, And Bullying Policy

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, IQ Academy California – Los Angeles ("IQLA") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or any combination of those characteristics, association with a person or group with one or more of these actual or perceived characteristics or any combination of those characteristics, or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, IQLA will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. IQLA school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other

electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom IQLA does business, and all acts of IQLA's Board of Directors ("Board") in enacting policies and procedures that govern IQLA.

IQLA complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student [7] or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by IQLA.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device.

[7] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
    - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
    - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in the definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

IQLA has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

IQLA advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

IQLA informs its employees, students, and parents/guardians of IQLA's policies regarding the use of technology in and out of the classroom. IQLA encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

IQLA employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. IQLA advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at IQLA and encourages students to practice compassion and respect each other.

IQLA educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

IQLA's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

IQLA informs IQLA employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

IQLA annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other IQLA employees who have regular interaction with students.

IQLA informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items

- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

IQLA also informs certificated employees about the groups of students determined by IQLA and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

IQLA encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for IQLA's students.

Complaint Procedures

Scope of the Complaint Procedures

IQLA will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the IQLA UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

IQLA will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of IQLA's Title IX Policy or comply with the writing, timeline, or

other formal filing requirements of the UCP. A copy of IQLA's Title IX Policy and UCP is available in the main office.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Head of Schools or designee (or the Chair of the Board if the complaint is against the Head of Schools) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and IQLA will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Head of Schools, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

IQLA acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by IQLA on a case-by-case basis.

IQLA prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Head of Schools or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Head of Schools or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Head of Schools or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Head of Schools, a non-employee Board member who is not the Board Chair or a parent/guardian of a student at IQLA will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences
Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from IQLA or termination of employment.

Right of Appeal
Should a complainant find IQLA's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of IQLA's decision or resolution, submit a written appeal to the Head of School or Designee, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

Harassment, Intimidation, Discrimination & Bullying
COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

_____

_____

_____

_____

I hereby authorize IQLA to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by IQLA:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

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Appendix D: Suspension and Expulsion Policy and Procedures

Suspension and Expulsion Policy and Procedures

Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students attending IQ Academy – Los Angeles ("Charter School" or "IQ-LA"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be distributed annually as part of the Parent Student Handbook, which will clearly describe discipline expectations.

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

The Charter School administration shall ensure that students and their parents/guardians[8] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available on the Charter School's website.

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

[8] The Charter School shall ensure 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, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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 Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

While the Charter School expects these situations to be rare, a student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to while participating in any school-sponsored activity and/or during transport to/from any school-sponsored activity. Additional discipline may include advising and counseling students, conferring with parent/guardian, and the use of alternative educational environments as appropriate.

B. Enumerated Offenses

1. Discretionary Suspension and Expulsion Offenses: Students may be suspended or recommended for expulsion when it is determined the student:

a) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

b) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

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

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

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

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

g) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

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

i) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

j) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

l) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal

degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

m) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

n) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

o) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

p) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

q) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students

which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

r) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee's concurrence.

2. Non-Discretionary Suspension and Expulsion Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

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

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Head of School or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor, or Charter School employee who referred the student to the Head of School or designee.

The conference may be omitted if the Head of School or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student’s parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Head of School or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student 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 Head of School or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student'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 student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student

should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Head of School or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

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

F. 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 student.

Hearings involving sexual assault or battery offense(s) shall be conducted in a manner consistent with Education Code Section 48918.5.

G. 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.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, 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 recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact 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 of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status

and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Head of School or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; and (b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Head of School or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon

expulsion as developed by the Board of Directors 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 (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Head of School or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Head of School or designee shall make a recommendation to the Board of Directors following the meeting regarding the Head of School's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School 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.

Q. Involuntary Removal for Missed Assignments

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after **two missed assignments**, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Non-Compliance Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student 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/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.

3. 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 student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/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.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. 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;

b. 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

c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School 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 students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School 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 or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student 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), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

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.

5. Special Circumstances

Charter School 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 student conduct.

The Head of School or designee may remove a student 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 student's disability in cases where a student:

a. 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;

b. 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

c. 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.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student 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 the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. 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 Charter School

supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

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

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

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

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

Appendix E: Professional Boundaries: Adult/Student Interaction Policy

Professional Boundaries: Adult/Student Interaction Policy

This policy applies to all IQ Academy LA ("IQLA" or "School") School employees, volunteers, contractors, and governing board ("Board") members[9] (collectively referred to as "adults" herein).

The School recognizes its responsibility to make and enforce all rules and regulations governing student and adult behavior to bring about the safest and most learning-conducive environment possible. This policy is available on IQLA's website.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the individuals, students, staff or other persons or to prevent damage to property.

[9] This policy does not apply to student board members under Education Code 47604.2, or otherwise.

For clarification purposes, the following examples are offered for direction and guidance of School employees, volunteers, contractors, and Board members:

A. Examples of permitted actions (i.e., not corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring a student on an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of prohibited actions (i.e., corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

<u>Acceptable and Unacceptable Adult/Student Behavior</u>

This policy is intended to guide adults in conducting themselves in a way that reflects the high standards of behavior and professionalism required of them and to specify the boundaries between adults and students.

Although this policy gives specific, clear direction, it is each adult's obligation to avoid situations that could prompt suspicion by parents/guardians, students, colleagues, or School leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by an adult while interacting with a student, whether during school hours or outside of school hours, including through social media platforms, text messaging, and other forms of communication that do not otherwise include a student's parent/guardian. Trespassing the boundaries of a student/adult relationship is deemed an abuse of power and a betrayal of public trust.

Professional boundaries apply not only between students and staff, volunteers, and contractors, and Board members, but also among and between students, and among and between adults employed, volunteering, or under contract with the School. All members of the School community are expected to maintain professional conduct that models appropriate behavior and fosters a safe and respectful learning environment. Additionally, all facilities/areas under School control shall be

effectively supervised to promote a safe environment for students and individuals performing services on behalf of the School.

Some activities may seem innocent from an adult's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent/guardian point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between adults and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Adults must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all adults learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/adult interactions must have boundaries surrounding potential activities, locations, and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, they must immediately report the matter to a School administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse, child abuse, or neglect.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

(a) Giving gifts to an individual student that are of a personal and intimate nature.
(b) Kissing of any kind.
(c) Any type of unnecessary physical contact with a student in a private situation.
(d) Intentionally being alone with a student away from the School.
(e) Making or participating in sexually inappropriate comments.
(f) Sexual jokes.
(g) Seeking emotional involvement with a student for your benefit.
(h) Listening to or telling stories that are sexually oriented.
(i) Discussing inappropriate personal troubles or intimate issues with a student.
(j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
(k) Communication with students via an employee's personal accounts, such as email and/or social media.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has written parent/guardian and supervisor permission.)

(a) Giving students a ride to/from School or School activities.
(b) Being alone in a room with a student at School with the door closed.
(c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence.)

(a) Remarks about the physical attributes or development of anyone.
(b) Excessive attention toward a particular student.
(c) Sending emails, text messages, or letters to students if the content is not about School activities.

Acceptable and Recommended Staff/Student Behaviors

(a) Getting parents/guardians' written consent for any after-school activity.
(b) Obtaining formal approval to take students off School property for activities such as field trips or competitions.
(c) Emails, text, phone, and instant messages to students within School-provided platforms must be professional and pertain to School activities or classes (Communication should be limited to School technology).
(d) Keeping the door open when alone with a student.
(e) Keeping reasonable space between you and your students.
(f) Stopping and correcting students if they cross your own personal boundaries.
(g) Keeping parents/guardians informed when a significant issue develops about a student.
(h) Keeping after-class discussions with a student professional and brief.
(i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
(j) Involving your supervisor if conflict arises with the student.
(k) Informing the Principal about situations that have the potential to become more severe.
(l) Making detailed notes about an incident that could evolve into a more serious situation later.
(m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
(n) Asking another staff member to be present if you will be alone with any student with special needs.
(o) Asking another staff member to be present when you must be alone with a student after regular school hours.
(p) Giving students praise and recognition without touching them.
(q) High fives, fist bumps, and handshakes are acceptable.
(r) Keeping your professional conduct a high priority.
(s) Asking yourself if your actions are worth your job and career.

APPROVED

TO: IQ ACADEMY CALIFORNIA- LOS ANGELES GOVERNING BOARD

BOARD REPORT #13

VIA: IQ ACADEMY STAFF
June 16, 2026

SUBJECT: Independent Study Policy

PROPOSAL: It is proposed that the Governing Board of iQ Academy California - Los Angeles approve the updated Independent Study Policy.

BACKGROUND: Schools operating an independent study option for students are required to have this policy approved by the governing board. The attached policy has been updated for the 2026-2027 school year to align with current independent study requirements, school procedures, and student support practices.

BUDGET IMPLICATIONS: None

RECOMMENDATIONS:

It is recommended the Governing Board:

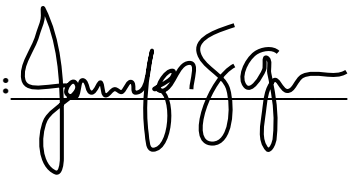
Review and approve the updated Independent Study Policy.

RESPECTFULLY SUBMITTED:
Nick Stecken
Head of School

PREPARED BY:
Nick Stecken
Head of School

PRESENTED BY:
Nick Stecken
Head of School

Ayes: 3 No: 0 Abstain: 0

Approved: Yes **Witnessed:**  **Date: 6/16/2026**

Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Julie Mendoza	X				X	
Ben Pace	X					
Esther Garcia	X					X

iQ Academy Los Angeles

Master Policies and Procedures

Independent Study

APPLICABILITY

This policy applies to all students enrolled in IQ Academy Los Angeles.

POLICY STATEMENT

IQ Academy Los Angeles ("Charter School") shall offer independent study to meet the educational needs of pupils enrolled in the Charter School. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the IQ Academy Los Angeles Board of Directors for implementation at the Charter School:

1. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be forty-five (45) school days.

2. The Head of School or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:

    a. When any pupil fails to complete two (2) assignments (as defined in the school's Noncompliance Policy) during any two learning periods.

    b. In the event a student's educational progress falls below satisfactory levels as determined by the Charter School's Noncompliance Policy which considers ALL of the following indicators:

i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
iii. Learning required concepts, as determined by the supervising teacher.
iv. 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 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.

3. The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as credible under the A-G admissions criteria.

   The Charter School has adopted tiered reengagement strategies for all pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar; pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g). These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

   a. Verification of current contact information for each enrolled pupil;
   b. Notification to parents or guardians of lack of participation within one school day of the recording of a nonattendance day or lack of participation;
   c. A plan for outreach from the Charter School to determine pupil needs including connection with health and social services as necessary;
   d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

4. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:
   a. For pupils in transitional kindergarten through grade 3, inclusive, the plan to provide

opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows:

i. Daily synchronous online classes via Class Connect, which also allows for live interaction.

b. For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows:

i. Daily synchronous online classes via Class Connect, which also allows for live interaction.

c. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows:

i. Weekly synchronous online homeroom classes via Class Connect, which also allows for live interaction

ii. Daily synchronous online content classes via Class Connect, which also allows for live interaction.

5. The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days:
   a. Upon written receipt of a family's wish to return to in-person instruction, the Charter School staff shall inform the family of their right to return to their district of residence for in-person instruction because the Charter School does not offer an in-person instruction option.
   b. If the family specifically requests additional in-person options, the Charter School will provide a list of recommended alternatives based on the student's current address of residence. Parents may also visit https://www.greatschools.org/ to locate additional school options in their area.
   c. The Charter School shall not have any obligation to assist the family with enrollment in a school district or another charter school, nor can the Charter School guarantee enrollment availability in any school.

6. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:
   a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.

   b. The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.

c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work.

d. A statement of the policies adopted herein, pursuant to Education Code Section 51747(a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.

e. The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.

f. 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.

g. A statement detailing the academic and other supports that will be provided to address the needs of pupils 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 pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.

h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code sections 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

i. Each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.

- Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

j. If a material change to the student's independent study program occurs during the term of the written independent study agreement the School shall provide written notification of the change.

A "material change" may include but is not limited to the following:

- Change of course(s);
- Change of supervising teacher;
- Change of certificated employee responsible for special education programming.
- Change of grade level;

k. Written notification shall be provided to:

- All individuals who signed the original independent study agreement;
- Any newly assigned supervising teacher; and
- Any newly assigned certificated employee responsible for the student's special education programming, if applicable.

Such written notification shall be in an electronic form and shall describe the change and the effective date of the modification.

l. No Requirement for Re-Execution

Unless otherwise required by law or regulation, changes to the student's independent study program during the term of an agreement shall not require the execution of a new independent study agreement, nor an addendum to the agreement. The written notification described above shall serve to document the modification.

,m.. Maintenance of Records

The School shall maintain documentation of any written notifications of modifications to the independent study agreement in the student's educational record.

7. _____

8. IQ Academy Los Angeles shall comply with the Education Code sections 51744 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.

PROCEDURAL REQUIREMENTS

9. The Head of School may establish regulations to implement these policies in accordance with the law.

APPROVED

TO: IQ ACADEMY CALIFORNIA - LOS ANGELES GOVERNING BOARD

BOARD REPORT #14

VIA: IQ ACADEMY STAFF
June 16, 2026

SUBJECT: English Learner Master Plan

PROPOSAL: It is proposed that the Governing Board of IQ Academy California Los Angeles approve the English Learner Master Plan.

BACKGROUND: The English Learner Master Plan serves to align all services, supports, and resources that exist for English Learners with the guiding principles and components of the California Department of Education's *English Learner Roadmap Guide* and *English Learner Program Instrument.* The purpose of this document revision is to update the Designated English Language Development (ELD) curriculum to ensure sustained academic achievement, language development, and success for all students in our school, meeting their evolving and most current needs across the grades K-12.

BUDGET IMPLICATIONS: There are no budget implications.

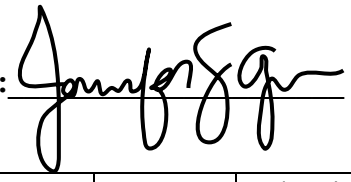
RECOMMENDATIONS: It is recommended the Governing Board approve the English Learner Master Plan.

RESPECTFULLY SUBMITTED
Nick Stecken
Head of School

PREPARED BY:
Anita Garza
English Language Development Coordinator

PRESENTED BY:
Anita Garza
English Language Development Coordinator

Ayes: 3 No: 0 Abstain: 0

Approved: Yes **Witnessed:**  **Date: 6/16/2026**

Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Julie Mendoza	X					
Ben Pace	X					X
Esther Garcia	X				X	

Changes Made to EL Master Plan:

- Page 51: Updated 'Designated ELD' section to reflect proposed Tier 1 Designated ELD Curriculum
- Page 55: Updated 'Structures and Systems to Intervene Based on Student Progress' to reflect proposed Tier 2/3 Designated ELD Curriculum
- Page 57: Updated 'Newcomer Students' section to reflect California's updated definition of Newcomer students and updated services/supports the school provides for Newcomer students and families
- Page 58: Updated 'Long Term English Learner and At-Risk Long-Term English Learner' section with updated interventions offered by the school
- Page 62: Updated 'Professional Development Topics' chart to reflect annual trainings for staff members



IQ Academy, Los Angeles

English Learner Master Plan
2025-2026 School Year

Building Capacity Beyond Compliance

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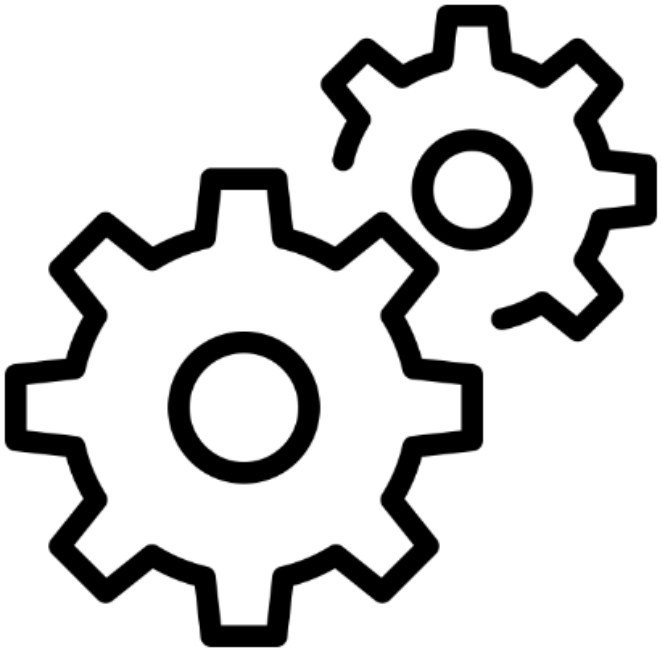
INTRODUCTION



iQ Academy California – Los Angeles is a public charter school that is funded by state tax dollars and governed by California charter school, independent study and applicable federal laws serving approximately 650 students in grades K-12 in Los Angeles and contiguous counties. The Board of Directors is comprised of parents and community members who are passionate about providing additional educational options to the students of California. The Board of Directors for iQ Academy California – Los Angeles has entered into a management contract with Stride K12, Inc., a Virginia-based education curriculum and management company.

Our school office is located in Simi Valley, California, and the majority of our administrative team works from these offices. Besides our school office, we do not have any other physical sites in the state. Members of the iQ Academy California – Los Angeles faculty work from their homes thus enabling them to build a local school community in their area.

For more information on the School Accountability Report Card (SARC), please visit: https://fw.unitymg.com/rdr/D:2965



CHAPTER 1:

Equitable, Coherent, and Sustainable Systems

COMPONENT 1: COMMITMENT AND PURPOSE

Rationale: An English Learner (EL) Master Plan provides clarity, direction, and coherence to a Local Education Agency (LEA) educating ELs. The commitment and purpose component serves to provide the school with clear rationale and guidance for: 1) who is being serviced, 2) what those services are, 3) why they are provided, 4) how the EL Master Plan serves to ensure equity for English learners, and 5) assurances for adherence to federal and state mandates.

CONTENT OVERVIEW

- Rationale for the English Learner Master Plan
- Message from the Head of Schools
  Vision, Mission, Values, and Beliefs, Inclusive of English Learners
- Overview of Our Diverse Populations
- Federal and State Requirements for Services to English Learners

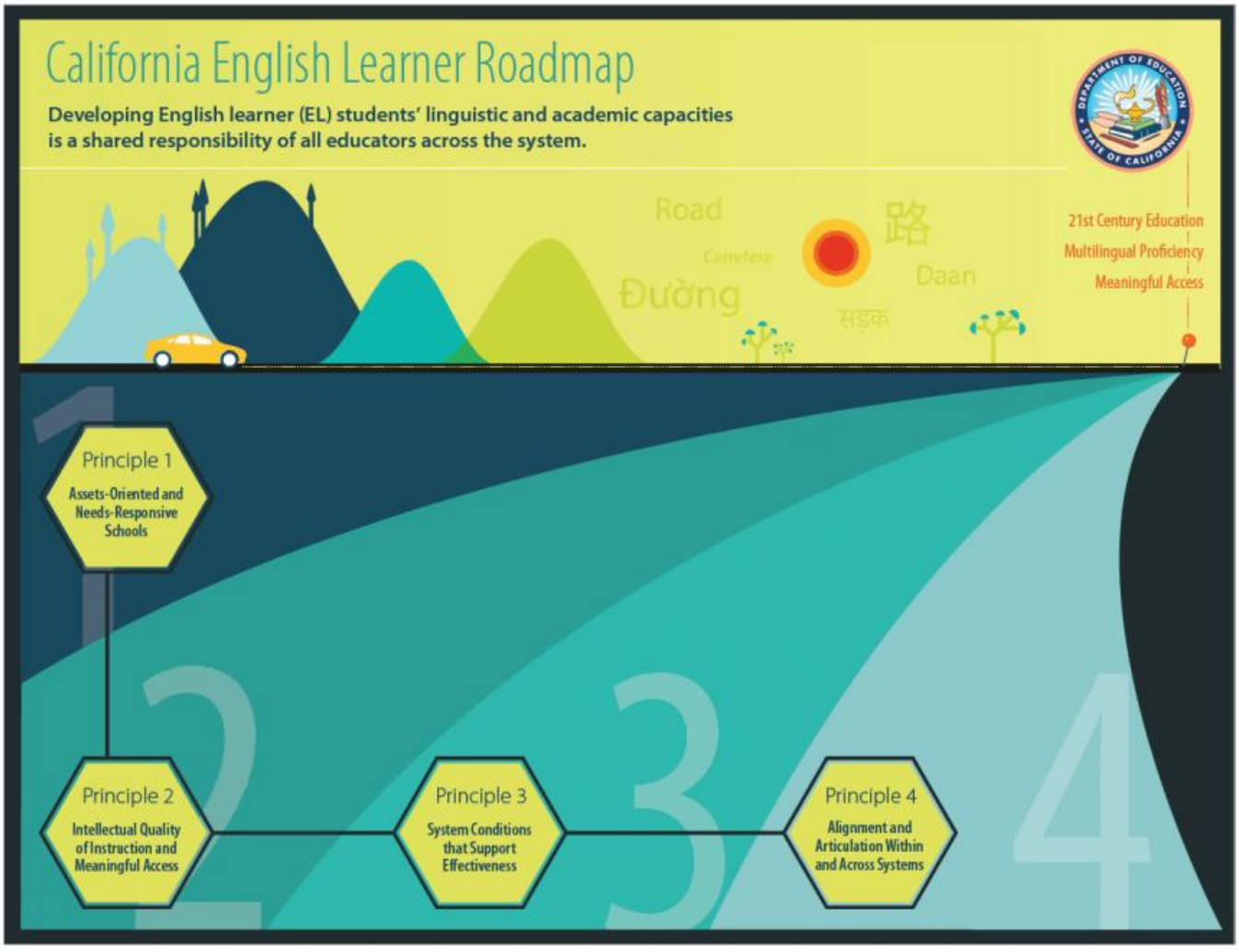
The commitment and purpose component of the EL Master Plan is aligned with the following principles of the California English Learner Roadmap.

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Commitment and Purpose	▪ **Principle 1:** Assets-Oriented and Needs-Responsive Schools ▪ **Principle 2:** Intellectual Quality of Instruction and Meaningful Access ▪ **Principle 3:** System Conditions that Support Effectiveness ▪ **Principle 4:** Alignment and Articulation within and Across Systems	**1A.** Language and Culture as Assets **1B.** English Learner Profiles **1C.** School Climate **1D.** Family and School Partnerships **2C.** High Expectations **2G.** Programmatic Choices **3A.** Leadership **4A.** Alignment and Articulation **4C.** Coherency

RATIONALE FOR THE ENGLISH LEARNER MASTER PLAN

Best practices for English learners (EL) have been outlined in the California Department of Education's English Learner 2020-21 Program Instrument. This document identifies policies, procedures, and practices each local educational agency (LEA) should implement to assure linguistic and academic success for all. In 2017, the California Department of Education published the *English Learner Roadmap Guide* to assist LEAs in implementing California's 21st century college-and-career-ready standards, curriculum, instruction programs, and assessments. To guide our school's vision, our school uses the EL Program Instrument, CA EL Roadmap Vision, along with our mission and vision statements to ensure that our English learner students are receiving high quality linguistic academic instruction. Holding high expectations and providing EL students with the tools to utilize language as a resource for making meaning, our school creates opportunities for their ongoing success.

Four main principles provide the foundation to the English Learner Roadmap.



✓ Guiding Principle 1
Assets-Oriented and Needs-Responsive Schools

Schools are responsive to different English learner strengths, needs, and identities and support the socio-emotional health and development of English learners.

✓ Guiding Principle 2
Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency.

✓ Guiding Principle 3
Systems Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement.

✓ Guiding Principle 4
Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities.

The purpose of our English Learner (EL) Master Plan is to guide all educational partners towards an aligned set of practices, services, and approaches that support English learner students:



This document also outlines our schools' commitment to build capacity beyond compliance to ensure sustained academic achievement, language development, and success for all students.

For more information on the California English Learner Roadmap, please visit: https://www.cde.ca.gov/sp/el/rm/

MESSAGE FROM THE HEAD OF SCHOOLS

Charter schools as an institution exist primarily to answer the needs of underserved students. IQ Academy was founded in 2010 specifically to provide underserved students a different and unique educational setting, virtually and in a student's home. All staff at our school believe that any students can learn in our settings. We commit to providing access to high quality instruction, A-G and standards aligned coursework, and a robust and curated educational ecosystem built to ensure our English Learner students can excel in reading, writing, listening, and speaking English.



IQ Academy's English Learner Master Plan is intended to articulate how the school intends to service our English learner population. This includes guidance for servicing students directly, guidance for staff on collaboration and programmatic iteration to learn how to serve our students better every year, and an articulated plan that assures that English language students have equitable access to their education. I look forward to this plan being the first step on the school's journey to continuous improvement.

Nicholas Stecken
Head of Schools

VISION, MISSION, VALUES AND BELIEFS INCLUSIVE OF ENGLISH LEARNERS

LEA MISSION STATEMENT

The mission of iQ Academy is to passionately pursue success for all students. We are committed to providing individualized and innovative instruction, building strong relationships with our families, and ensuring every student can achieve academic and personal growth.

LEA VISION STATEMENT

Our vision is to maximize the potential of each member of our school community.

LEA SCHOOL-WIDE LEARNER OUTCOMES

School Theme: **HATS Off to Learning! Habits, Attitude, Teamwork, Success**
Supporting student growth as life-long learners and responsible global citizens. iQ Students are:

- **Habits**: Self-motivated, competent, life-long learners who are critical thinkers, problem solvers and responsible citizens.
- **Attitude**: Positive, resilient, self-reflective, respectful, motivated, creative thinkers who can tackle challenges, take risks and advocate for themselves.
- **Teamwork**: Able to collaborate effectively towards a common goal in a team setting, demonstrating the ability to value peer points of view, contributions, and feedback.
- **Success**: Independent, college and career-ready, life-long learners and leaders with the ability to set and achieve goals, continuously improve, and communicate effectively.

ELD DEPARTMENT MISSION STATEMENT

The IQ English Language Development (ELD) Department serves our English language learner community through instruction and support in an inclusive environment to develop confident students who are equipped with the skills to have individual success in school and in life.

ELD DEPARTMENT VISION STATEMENT

The IQ English Language Development (ELD) Department will increase English proficiency of English Learners (ELs) and support ELs in meeting academic achievement standards by providing high quality, effective language instructional programs.



For more information about our school and ELD Department, please visit:

- ➔ Our School Website: https://iqacademyca.k12.com/
- ➔ Our ELD Department Website: https://sites.google.com/iqcalifornia.org/iqeld-department/homepage

OVERVIEW OF OUR DIVERSE POPULATIONS

Our school is a high-quality, WASC-accredited, publicly funded charter school that offers the innovative use of technology, a rigorous and interactive curriculum from Stride K12, individualized learning plans for each student, and accommodations to foster different learning styles.

STUDENT DEMOGRAPHICS

**According to the School Accountability Report Card (SARC)*

Total Enrollment: 1,413

Female 50.7%
Male 49.3%
American Indian or Alaska Native 1.2%
Asian 2.8%
Black or African American 22.3%
Filipino 3.1%
Hispanic or Latino 50.7%
Native Hawaiian or Pacific Islander 0.6%
Two or More Races 1.5%
White 17.8%
English Learners 6.9%
Foster Youth 0.4%
Homeless 2.4%
Migrant 0.0%
Socioeconomically Disadvantaged 73.8%
Students with Disabilities 11.4%

ENGLISH LEARNER STUDENT TYPOLOGIES

Each student brings a unique set of strengths to our school. "The language and cultures English learners bring to their education are assets for their own learning and are important contributions to learning communities" (CA EL Roadmap, Principle 1-A). These assets must be valued and built upon in culturally responsive ways.

New enrollees to California sometimes include newcomers or immigrant families who have recently arrived in the United States. Some of these families have little to no English proficiency and may be missing transcripts. However, many of our highly motivated, multilingual immigrants have had extensive schooling and will continue to succeed academically with little to no support, including foreign exchange students.

Although there is no single EL profile, leadership and staff must be responsive to the various academic and social-emotional needs of each EL typology:

- Newcomer/Immigrant
- Well-Educated Newcomer/Immigrant
- Under-Schooled
- Long-Term English Learner (LTEL)
- At-Risk of becoming Long-Term English learner (At-Risk)
- Over-age for grade level
- Fluent English Proficient, but struggling academically
- English learners with disabilities (IEP = Individualized Education Plan)

Communication with new families is key to building strong partnerships. New students should be greeted by name and offered a tour of their new school. Families can be personally invited to school events and other educational partner meetings or connected with staff members who speak their home language. A thorough review of enrollment paperwork, assessment data, previous records, overall strengths, and student needs must be completed in order to determine appropriate placement and services.



➔ To learn more about the characteristics of these typologies, visit: https://drive.google.com/file/d/1tVa8NSxhrzT32DmRfqE2Md-x690zbL-K/view

➔ For more information on the School Accountability Report Card (SARC), please visit: https://fw.unitymg.com/rdr/D:2965

➔ To view our school's Local Control Accountability Plan (LCAP), please visit: https://fw.unitymg.com/rdr/D:2985

FEDERAL AND STATE REQUIREMENTS FOR SERVICES TO ENGLISH LEARNERS

ACCORDING TO THE ENGLISH LEARNER FACT SHEET

Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that EL students can participate meaningfully and equally in educational programs.

The U.S. Department of Education and the U.S. Department of Justice have issued joint guidance to remind state education agencies, public school districts, and public schools of their legal obligation to ensure that EL students can participate meaningfully and equally in educational programs.

Identifying and Assessing All Potential EL Students

- School districts must have procedures in place to accurately and timely identify potential EL students. Most school districts use a home language survey at the time of enrollment to gather information about a student's language background and identify students whose primary or home language is other than English.
- School districts must then determine if potential EL students are in fact EL through a valid and reliable test that assesses English language proficiency in speaking, listening, reading and writing.

Providing Language Assistance to EL Students

- EL students are entitled to appropriate language assistance services to become proficient in English and to participate equally in the standard instructional program within a reasonable period of time.
- School districts can choose among programs designed for instructing EL students provided the program is educationally sound in theory and effective in practice.

Staffing and Supporting an EL Program

- EL students are entitled to EL programs with sufficient resources to ensure the programs are effectively implemented, including highly qualified teachers, support staff, and appropriate instructional materials.
- School districts must have qualified EL teachers, staff, and administrators to effectively implement their EL program, and must provide supplemental training when necessary.

Providing Meaningful Access to All Curricular and Extracurricular Programs

- EL students must have access to their grade-level curricula so that they can meet promotion and graduation requirements.
- EL students are entitled to an equal opportunity to participate in all programs, including pre-kindergarten, magnet, gifted and talented, career and technical education, arts, and athletics programs; Advanced Placement (AP) and International Baccalaureate (IB) courses; clubs; and honor societies.

Avoiding Unnecessary Segregation of EL Students

- School districts generally may not segregate students on the basis of national origin or EL status. Although certain EL programs may be designed to require that EL students receive separate instruction for a limited portion of the day or period of time, school districts and states are expected to carry out their chosen program in the least segregative manner consistent with achieving the program's stated educational goals.

Evaluating EL Students for Special Education and Providing Dual Services

- EL students with disabilities must be provided both the language assistance and disability-related services to which they are entitled under Federal law.
- EL students who may have a disability, like all other students who may have a disability and may require services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973, must be located, identified, and evaluated for special education and disability-related services in a timely manner.
- To avoid inappropriately identifying EL students as students with disabilities because of their limited English proficiency, EL students must be evaluated in an appropriate language based on the student's needs and language skills.
- To ensure that an individualized plan for providing special education or disability related services addresses the language-related needs of an EL student with a disability, it is important that the team designing the plan include participants knowledgeable about that student's language needs.

Meeting the Needs of Students Who Opt Out of EL Programs or Particular Services

- All EL students are entitled to services. Parents may, however, choose to opt their children out of a school district's EL program or out of particular EL services within an EL program.
- School districts may not recommend that parents opt out for any reason. Parents are entitled to guidance in a language that they can understand about their child's rights, the range of EL services that their child could receive, and the benefits of such services. School districts should appropriately document that the parent made a voluntary, informed decision to opt their child out.
- A school district must still take steps to provide opted-out EL students with access to its educational programs, monitor their progress, and offer EL services again if a student is struggling.

Monitoring and Exiting EL Students from EL Programs and Services

- School districts must monitor the progress of all EL students to ensure they achieve English language proficiency and acquire content knowledge within a reasonable period of time. Districts must annually administer a valid and reliable English language proficiency (ELP) assessment, in reading, writing, listening, and speaking, that is aligned to State ELP standards.
- An EL student must not be exited from EL programs, services, or status until he or she demonstrates English proficiency on an ELP assessment in speaking, listening, reading, and writing.

- In California, school districts must monitor the academic progress of former EL students for at least four years to ensure that students have not been prematurely exited; any academic deficits they incurred resulting from the EL program have been remedied; and they are meaningfully participating in the district's educational programs comparable to their peers who were never EL students (never-EL peers).

Evaluating the Effectiveness of a District's EL Program

- EL programs must be reasonably calculated to enable EL students to attain English proficiency and meaningful participation in the standard educational program comparable to their never-EL peers.
- School districts must monitor and compare, over time, the academic performance of EL students in the program and those who exited the program, relative to that of their never-EL peers.
- School districts must evaluate EL programs over time using accurate data to assess the educational performance of current and former EL students in a comprehensive and reliable way and must timely modify their programs when needed.

Ensuring Meaningful Communication with Limited English Proficient Parents

- LEP parents are entitled to meaningful communication in a language they can understand, such as through translated materials or a language interpreter, and to adequate notice of information about any program, service, or activity that is called to the attention of non-LEP parents.
- For more information about the civil rights of LEP parents and guardians and districts' specific obligations to parents of EL students, visit http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-lep-parents201501.pdf.



➔ For more information on our school's diverse populations, please visit our current year's Local Control Accountability Plan: iQ - https://fw.unitymg.com/rdr/D:2985

➔ For more information on legislation, regulations, and guidance for English learners, please visit: https://www2.ed.gov/about/offices/list/oela/legislation.html

COMPONENT 2: RESPONDING TO DIVERSE LEARNERS

Rationale: A welcoming and affirming educational system ensures that English learners and their families are introduced to a system with clearly articulated and consistent practices for initial assessment and program placement, including considerations for English learners with Disabilities. These processes include multilingual communication with parents and/or guardians regarding initial assessment outcomes, program options, and pathways to biliteracy and reclassification as essential facets of college and career readiness.

CONTENT OVERVIEW

- Initial Identification Assessment Criteria
- Primary Language Assessment / Transcript Review
- English Language Proficiency Assessment Overview
- Initial Identification Assessment Tool and Procedures
- Parental Rights, Notification, Program Options, and Selection Processes
- Considerations for Diverse Learners

The Responding to Diverse Learners' component is aligned with the following principles of the California English Learner Roadmap .

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Responding to Diverse Learners (Identification, Placement, Reclassification)	▪ **Principle 1:** Assets-Oriented and Needs-Responsive Schools ▪ **Principle 2:** Intellectual Quality of Instruction and Meaningful Access ▪ **Principle 4:** Alignment and Articulation within and Across Systems	**IA.** Language and Culture as Assets **IB.** English Learner Profiles **1D.** Family and School Partnerships **1E.** English Learners with Disabilities **2G.** Programmatic Choice **4A.** Alignment and Articulation

INITIAL IDENTIFICATION ASSESSMENT CRITERIA

Our school must properly identify and assess all students who have a primary or native language other than English. The English learner identification process starts with the *Home Language Survey* (HLS) at or before the time of a student's initial enrollment in a California public school.



The Home Language Survey (HLS) is a document required by the state of California. California Education Code Section 52164 directs schools on whether to assess English language proficiency of incoming students. The process begins with determining the language(s) spoken in the home of each student. It must be *completed by a parent or guardian* for ALL students enrolling in a California public school for the first time in grades TK-12 and is administered as part of the enrollment process. Printed copies must be signed, dated, and placed in the student's cumulative folder.

1. Which language did your child learn when he/she first began to talk? _____
2. Which language does your child most frequently speak at home? _____
3. Which language do you (the parents or guardians) most frequently use when speaking with your child? _____
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults) _____

Based on the Home Language Survey, our ELD Department will follow the steps below:

IF	THEN
Questions 1-3 = English	• Student = English Only (EO) • Process stops; No ELPAC Testing
Questions 1-3 = Language Other Than English	• Student = To Be Determined (TBD) • Administer Initial ELPAC within 30 Days
Question 4 = Language Other than English Spoken by Adults at Home	• Not used to determine student's English language proficiency, for site use only

See Appendix A for any documents referenced above: APPENDIX A

PRIMARY LANGUAGE ASSESSMENT / TRANSCRIPT REVIEW



Each student's primary or native language must be properly identified and documented. Schools are directed to determine the language(s) spoken in the home of each student per California *Education Code*, Section 52164.1 (a). Home languages should be valued and utilized as a way for language learners to make meaning and access content. A student's primary language provides an important foundation when developing proficiency in a second language whether it is spoken in the home on a regular basis or not.



If a student is new but has transferred from another California school or district, our school's California Longitudinal Pupil Achievement Data System (CALPADS) team will research the English Language Acquisition Status (ELAS) of the student in the state system as well as request records from the previous district.

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT OVERVIEW

The English Language Proficiency Assessments for California (ELPAC) is the required state test for English Language Proficiency (ELP) that must be given to students whose primary language is not English. State and federal law requires districts to administer a state ELP test to eligible students in kindergarten through grade twelve. ELPAC is aligned with the 2012 California English Language Development (ELD) standards.

The ELPAC consists of two separate assessments:

1. Initial → for the initial identification of students as English learners (EL).
2. Summative → for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

The ELPAC tests four different areas:



The ELPAC is untimed. Testing times will vary depending upon the grade level, domain, and individual student.

Estimated testing times can be found here.

For more information on California's English Language Proficiency Assessment for California (ELPAC), please visit: https://www.elpac.org/resources/parent-resources/

INITIAL IDENTIFICATION ASSESSMENT TOOL AND PROCEDURES

If the answers to questions 1-3 of the Home Language Survey (HLS) indicate the enrolling student speaks a language other than English, the language proficiency assessment process will start. The newly enrolled student will be given the Initial English Language Proficiency Assessments for California (ELPAC) or the Initial Alternate ELPAC within 30 calendar days of enrollment. Per the Individualized Education Program (IEP) Team decision, students with significant cognitive disabilities will be assessed with the Initial Alternate ELPAC.

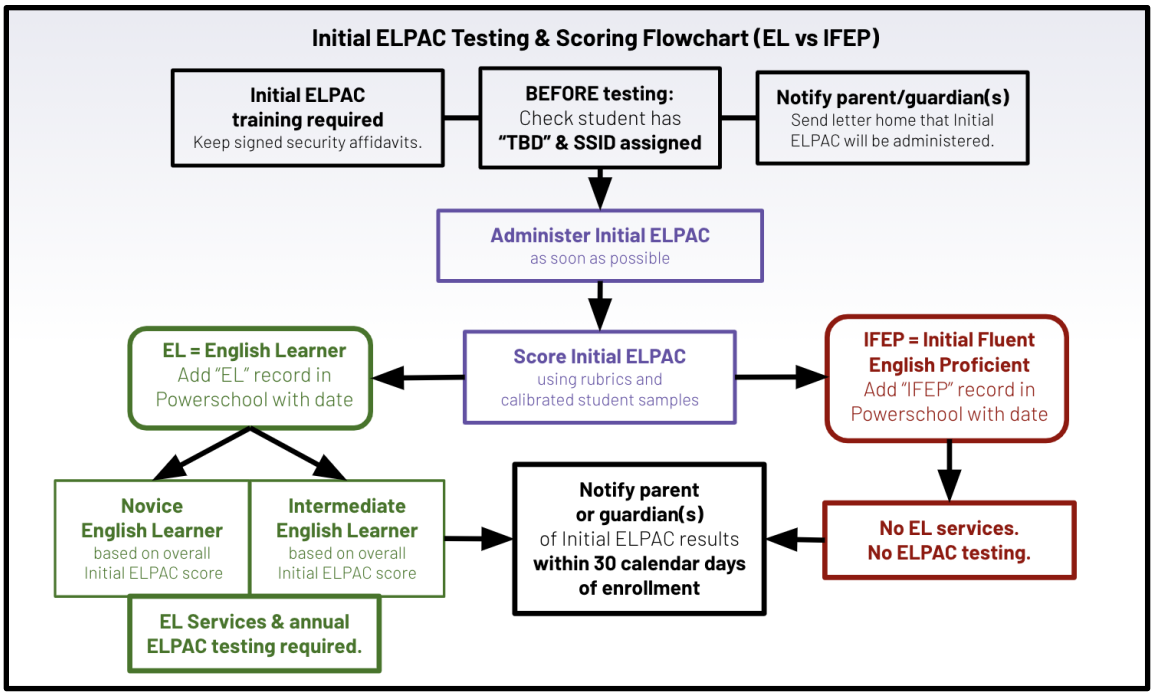


The Initial ELPAC administration window is open from July 1 through June 30. It must be administered to all eligible "TBD" students within the first 30 days of enrollment. The Initial ELPAC is given to students in grades K–12 whose primary language is not English. It is administered only once during a student's enrollment in the California public school system.

The Initial ELPAC is administered in six grade spans: K, 1, 2, 3–5, 6–8, and 9–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test can be administered in groups, except for the speaking domain which is assessed one-on-one.

The Initial ELPAC has been designed so that students, including many of those with special needs, can successfully participate in the test and demonstrate what they know and can do. As a result, the test includes accessibility resources (referred to as "Matrix 4") that address visual, auditory, and physical access barriers. However, the ELPAC may still not be appropriate for all students with special needs. Students with significant cognitive disabilities whose native language is other than English may be eligible to take the Alternate Initial ELPAC. The IEP team of the student will determine if this assessment is appropriate using the California Department of Education's Alternate Assessment Decision Confirmation Worksheet.

The Initial ELPAC is locally scored and used to identify which students are initially fluent in English (IFEP) or English learners (EL). EL students qualify for language support & services. Results on the English proficiency assessments will determine a student's course of study. If the student's Initial ELPAC score falls within the Initial Fluent English Proficient (IFEP) level, he/she will be placed in a standard instructional program, without the need for English language development services. If the student's score falls within the Intermediate English Learner OR Novice English Learner levels, he/she will be placed in the appropriate English Language Development (ELD) program or course, as depicted below.



Initial Fluent English Proficient (IFEP)	Students at this level have <u>well developed</u> oral & written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.
Intermediate English Learner (EL)	Students at this level have <u>somewhat to moderately developed</u> oral & written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.
Novice English Learner (EL)	Students at this level are <u>beginning to develop</u> oral & written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.

Once placement is confirmed based on the English language proficiency assessment results, parents must be notified within 30 days of placement and given the opportunity to deny instructional services.

For more information about the Initial ELPAC, please visit https://www.elpac.org/.
- ➔ <u>Informational videos</u> are available for parents/guardians in English & Spanish.
- ➔ <u>Sample score reports & other parents resources</u>: https://elpac.startingsmarter.org/

See Appendix A for any documents referenced above: <u>APPENDIX A</u>

PARENT NOTIFICATION AND PROGRAM OPTION RIGHTS

PARENT NOTIFICATION

The school will ensure that all communication to a parent or parents of a student identified for participation in a language instruction educational program for limited English proficient students shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

The school must notify parents in a language they can understand, within 30 school days. Our school is required to provide all parent notifications in both English and Spanish. The ELD Department will help coordinate the emailing of all parent notification letters related to EL programs, services, and assessments.

Here are the different types of parent notification letters that are sent to parents each school year as applicable:

Annual Parent Letters	For all ELs who took ELPAC during the previous school year
ELPAC Assessment Notice	Sent to all *eligible* ELs before taking an Initial or Summative ELPAC test
Initial Parent Letters (EL)	For any "TBD" (To Be Determined) who took Initial ELPAC within 30 day
Initial Parent Letters (IFEP)	For any "TBD" (To Be Determined) who took Initial ELPAC within 30 days

PROGRAM OPTION RIGHTS

We must also inform parents of the language acquisition program options available. From these options, parents may choose the one that best suits their child (California Education Code (EC) Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii],[v]); EC Section 306[c]).

We are required to offer, at a minimum, a Structured English Immersion (SEI) program option (EC Section 305[a][2]). We offer the following language acquisition program:
Structured English Immersion Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD.

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]); EC Section 310[a]).

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan (EC Section 52062). If interested in a different program from those listed above, please contact the ELD Coordinator for your school, listed on the next page to ask about the process.

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners and are still required to take the annual language proficiency assessment. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).



➔ For more information on opt-out waivers, please reference Component 3.
➔ See Appendix A for any documents referenced above: APPENDIX A

CONSIDERATIONS FOR DIVERSE LEARNERS

ENGLISH LEARNERS WITH DISABILITIES

"Identifying, assessing, and differentiating instruction for English learners with disabilities require educators first to understand the complex interrelationships of language, culture, home, and school factors that affect learning and behavior and then to consider these factors when making decisions about students' unique characteristics and needs so that they may thrive at school. Leaders and educators will best be prepared to meet student needs by collaboratively developing and implementing a process for educating English learners with disabilities" (CA Guide for Educating English Learners with Disabilities).

ANNUAL EL ASSESSMENT PARTICIPATION

The Individuals with Disabilities Education Act (IDEA) requires each school to ensure that a free appropriate public education (FAPE) is made available to all eligible children with disabilities residing in the State in mandatory age ranges, beginning at age 3 and possibly lasting to a child's 22nd birthday, depending on State law or practice (34 CFR §§300.101-300.102). These entities also must ensure that the IDEA's rights and protections are extended to eligible children and their parents (34 CFR §§300.100 and 300.201). IDEA requires that all students with disabilities be included in all general State assessment programs, including assessments described under section 1111 of the ESEA, with appropriate accommodations and alternate assessments, if necessary, as indicated in their respective Individual Education Programs (IEP) (section 612(a)(16)(A) of the IDEA, 34 CFR §300.160(a), and section 1111(b) of the ESEA).

Both Titles I and III of the ESEA require schools to annually assess the English proficiency of all ELs in the State enrolled in public schools in grades kindergarten through twelve in the domains of speaking, listening, reading, and writing (sections 1111(b)(7) and 1123(b)(3)(D) of the ESEA). Accordingly, as part of a general State assessment program, all ELs with disabilities must participate in the annual State English Language Proficiency (ELP) assessment with or without appropriate accommodations or by taking an alternate assessment, if necessary, consistent with their IEPs.

ELs with disabilities can participate in the annual State ELL assessment in the following ways, as determined by their respective IEP Teams:

1. in the regular State ELP assessment without accommodations (in the same way as ELs without disabilities take the assessment);
2. in the regular State ELP assessment through the use of one or more appropriate accommodations as indicated in the student's IEP; or
3. in an alternate assessment aligned to State ELP standards, if the IEP Team determines that the student cannot participate in the regular State ELP assessment, with or without appropriate accommodations.

INDIVIDUALIZED EDUCATION PLANS (IEPs)

It is important that the IEP Team for a student identified as an ELL with disabilities include persons with expertise in second language acquisition and other professionals, such as speech-language pathologists, who understand how to differentiate between limited English proficiency and a disability. The participation of these individuals on the IEP Team is essential in developing appropriate academic and functional goals for the child and provide specially designed instruction and the necessary related services to meet these goals.
A student identified as ELL who has a disability will receive both English Language support services as outlined in the English Learning Plan and special education services as determined by the IEP Team and plan.

ELD DEPARTMENT AND IEP TEAM COMMUNICATION

At the beginning of each school year or within 30 days of receiving a student with an IEP on their caseload, all ELD Specialists will complete a Special Education Student Profile Form for each student. ELD Specialists use this information to inform their service plan for each EL with disabilities. At the beginning of each learning cycle, the ELD Specialist sends a copy of the English Language Plan (ELP) to the Education Specialist which includes the ELD goals, as well as service minutes and live class times.

The ELD Coordinator collaborates with the Special Education department administration to ensure proper services and support are in place for all English Learners with an IEP or 504 Plan.

A representative of the ELD team will be an active participant in the student's IEP or 504 plan team decisions.



- ➔ For more information on considerations for diverse learners, please visit the California Practitioners' Guide for Educating English Learners with Disabilities: https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf
- ➔ See Appendix A for any documents referenced above: APPENDIX A

COMPONENT 3: PROGRAM OPTIONS

Rationale: A welcoming and affirming educational system provides evidence-based program options for students and their parents, recognizing that varied typologies of students have diverse needs.

CONTENT OVERVIEW

- Description of Programs Being Offered to English Learners
- Expected Progress Through Each Program / Model
- Parent Rights, Options, and Selection Processes

The Program Options component is aligned with the following principles of the California English Roadmap .

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Program Options	▪ **Principle 1:** Assets-Oriented and Needs-Responsive Schools ▪ **Principle 2:** Intellectual Quality of Instruction and Meaningful Access ▪ **Principle 4:** Alignment and Articulation within and Across Systems	**IA.** Language and Culture as Assets **IB.** English Learner Profiles **1D.** Family and School Partnerships **1E.** English learners with Disabilities **2E.** Use of Students' Home Languages **2G.** Programmatic Choice **4A.** Alignment and Articulation **4C.** Coherency

DESCRIPTION OF PROGRAMS BEING OFFERED TO ENGLISH LEARNERS

RATIONALE

Our school's instructional framework for supporting English learners is based on the CA English Learner Roadmap Principles. Our system provides appropriate tier 1 universal classroom instruction, as well as tier 2 additional support, and tier 3 intensive interventions during the regular school day. Our school believes in shared responsibility for the success of English learners across all schools and departments.

To realize the full academic and social potential of our English learners, the following best practices will be implemented:

- **Practice #1 - Asset-Based:** Recognize, value, and respond to the diverse assets and needs of our English learners; AND
- **Practice #2** - **Designated ELD:** Develop academic language proficiency in English while simultaneously mastering grade level academic content in order to be active contributors; AND
- **Practice #3** - **Integrated ELD:** Integrate language development in all content areas to provide for equal participation and access to grade level curriculum; AND
- **Practice #4** - **Individualizing for the Whole Child:** Monitor EL language and academic progress frequently to provide feedback and to refine instructional approaches using formative data.

We recognize that language learning occurs in a continuum, and English learners require differentiated levels of support.

PERFORMANCE LEVEL DESCRIPTORS (PLDs)

The Performance Level Descriptors (PLDs) for the ELPAC are short descriptions of the English skills that children at this performance level *typically* have.



Performance Level Descriptors (PLDs) for the *Initial English Language Proficiency Assessments for California* (ELPAC) and Levels of Support

Initial Fluent English Proficient (IFEP)	Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. 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 **light support** to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the **"Bridging"** proficiency level as described in the 2012 *California English Language Development Standards, Kindergarten Through Grade Twelve* (2012 *ELD Standards*).
Intermediate English Learner	Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need **substantial-to-moderate** support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire **"Expanding" proficiency level and to the lower range of the "Bridging"** proficiency level as described in the 2012 *ELD Standards*.
Novice English Learner	Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. 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. This test performance level corresponds to the **"Emerging"** proficiency level as described in the 2012 *ELD Standards*.



Performance Level Descriptors (PLDs) for the *Summative English Language Proficiency Assessments for California* (ELPAC) and Levels of Support

	Level 1	Level 2	Level 3	Level 4
ELPAC Performance Level	English learners at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level.	English learners at this level have **somewhat developed** oral (listening and speaking) and written (reading and writing) skills. 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.	English learners at this level have **moderately developed** oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas.	English learners at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. 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.
Levels of Support	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.	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	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.	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.

Each student brings a unique set of strengths to our schools. "The language and cultures English learners bring to their education are assets for their own learning and are important contributions to learning communities" (CA EL Roadmap, Principle 1-A). These assets must be valued and built upon in culturally responsive ways.

ENGLISH LEARNER TYPOLOGIES

Initial identification processes and ongoing monitoring are important in proper program placement for English Learners. There are six English Learner profiles to help our school to be responsive to different students' characteristics and experiences.

1. Newcomer - A student who is a recent immigrant to the United States and may have had limited, or interrupted, educational experiences in their native countries.
2. English Learners – Students who reported a primary language other than English on the Home Language Survey and received a score on the state-approved English Language Proficiency assessments that indicate they lack clearly defined English language skills in listening, speaking, reading, and writing to succeed in the school's regular instructional programs.
3. English Learners with Disabilities- Students who have been identified as an EL and have a current Individualized Education Program (IEP) that is specifically designed to meet their educational needs. In accordance with their IEPs, these students need special education services, supports, and appropriate accommodations to make progress toward meeting grade-level standards and becoming fully English proficient.
4. Long Term English Learners (LTEL) - English Learners in grades 6 -12 who have been enrolled in a U.S. school for six years or more, have remained at the same English Language Proficiency level for two or more consecutive years as determined by the ELPAC, and may have scored Not Met or Nearly Met on the English-Language Arts (ELA) standards-based achievement test. (EC 313.1).
5. Reclassified Fluent English Proficient (RFEP) - A student who was initially classified as an English Learner but was redesignated to English fluent once they demonstrate English proficiency and readiness to enter mainstream instructional services.
6. Ever English Learners (Ever-ELs) - The California Department of Education defines Ever-ELs as students currently classified as ELs, as well as RFEP students. The purpose of combining EL and RFEP student subgroups is to better understand the educational paths of ELs overall. (SBE, EL Roadmap P1B 2017)

PROGRAM PLACEMENT

A thorough review of enrollment paperwork, assessment data, previous records, overall strengths, and student needs must be completed in order to determine appropriate placement and services. Programs of instruction for English Learners shall include formal instruction in English language development to ensure English acquisition occurs as rapidly and effectively as possible, and instruction in academic subjects which is designed to provide English Learners with access to the regular curriculum. In selecting a program(s), the school shall choose programs that are research based and that have been demonstrated to be effective in the education of English Learners.

1. Programs shall be implemented consistent with the goal of prompt acquisition of full English proficiency. Programs shall include instruction in academic subjects which is equivalent in scope to the instruction that is provided to students who are not limited in English proficiency.
2. Instruction shall be delivered by individuals who meet certification requirements and who are trained in the delivery of instruction to ELs.

3. The student's parent/guardian has a right to refuse placement of their child (ren) in the EL program and also has the right to withdraw an identified student from the program. Parents/guardians of eligible students who refuse placement of their student in the ELD program or withdraw students from the program shall do so in writing.

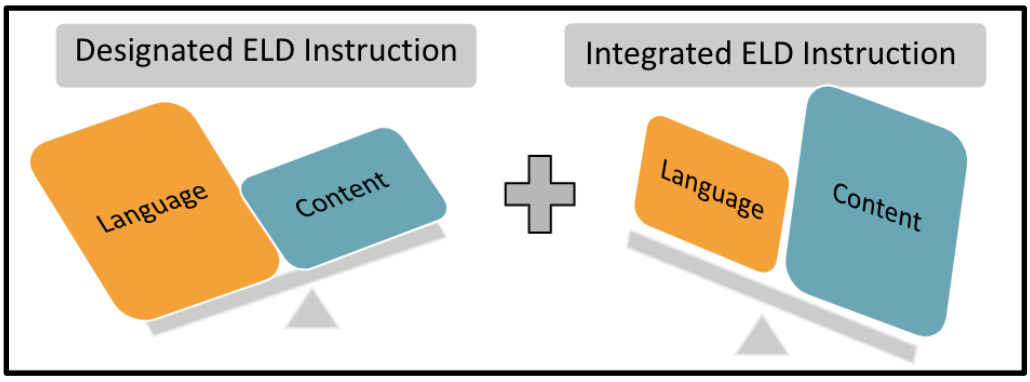
Our school's students identified as English Learners are automatically placed in the Structured English Immersion (SEI) Program.

STRUCTURED ENGLISH IMMERSION (SEI) PROGRAM

A Structured English Immersion (SEI) Program is a language acquisition program for English learners in which all classroom instruction is provided in English, with a curriculum designed for pupils who are learning English. At minimum, students are offered Designated English Language Development (ELD) and access to grade level academic subject matter content through Integrated ELD in order to reclassify to Fluent English Proficient. All schools are required to provide an SEI program for students. English Language Development (ELD) standards-based Designated and Integrated ELD instruction is a component of Universal Supports for all English learners under the Multi-Tiered System of Supports and incorporates the principles of Universal Design for Learning (UDL).

DESIGNATED AND INTEGRATED ELD INSTRUCTION

According to the English Language Arts/English Language Development (ELA/ELD) Framework, "ELs at all English proficiency levels and at all ages require both integrated ELD *and* specialized attention to their particular language learning needs, or designated ELD." (Ch. 2, p. 97) "Designated ELD is protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English…" (CA ELA/ELD Framework, Ch. 2, p. 91)



- Designated ELD is provided by an authorized teacher. Students are grouped at or near the same language proficiency level based on English Language Proficiency (ELP) assessments. Lessons are designed for ELs to develop language proficiency in English as rapidly and effectively as possible. Students are provided Designated English Language Development (ELD) instruction which targets

each student's language proficiency level. Essential components of Designated ELD include:

- Purposeful placement of students by English language proficiency level.
- Explicit teaching of how English works in a meaningful context.
- Emphasis on substantial oral language practice to ensure accuracy and fluency.
- Attention to the use of newly taught language throughout the day in academic and social settings.
- Ongoing progress monitoring of English language development.

Designated ELD time occurs during weekly, synchronous instruction sessions and explicitly teaches the California English Language Development Standards by a credentialed teacher with a California English Learner Authorization.

The ELA/ELD Framework uses the term Integrated ELD to refer to ELD throughout the day and across the disciplines. All content area, Integrated ELD teachers provide language scaffolding & support during content lessons. The goal for Integrated ELD is for students to learn the content and academic language needed to access standards-based lessons. Integrated ELD is embedded within and across content areas throughout the instructional day.

ELs should engage in activities in which they develop language awareness through listening, reading, analyzing, interpreting, discussing, and creating text. Students must discover that "language is a complex and dynamic resource for making meaning." (CA ELA/ELD Framework, Ch. 2, p. 81)



- ➔ To view the complete California ELA/ELD Framework, please visit: https://www.cde.ca.gov/ci/rl/cf/
- ➔ For more information on Initial ELPAC Proficiency Level Descriptors (PLDs), please visit: https://www.cde.ca.gov/ta/tg/ep/elpacipld.asp
- ➔ For more information on Summative ELPAC Proficiency Level Descriptors (PLDs), please visit: https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp
- ➔ To learn more about the characteristics of these typologies, review Figure 1.0 (EL Toolkit of Strategies).

EXPECTED PROGRESS THROUGH PROGRAM MODEL

Programs of instruction for English Learners shall include formal instruction in English language development to ensure English acquisition occurs as rapidly and effectively as possible, and instruction in academic subjects which is designed to provide English Learners with access to the regular curriculum.

To place ELs in specific English Language Development (ELD) courses, the ELD Department administrative team uses current grade level, Initial/Summative ELPAC scores, years of enrollment AND additional information, such as grades from prior ELD classes, samples of student work, standardized assessment results, and teacher academic recommendations based on student academic performance. EL Placement is purposeful in an effort to accelerate language acquisition and support academic achievement.

In keeping with language development research and administration of the English Language Proficiency Assessments of California (ELPAC), our school continues to develop our annual goals for English learners. Students will receive ELD instruction and services based upon their Summative ELPAC Assessment proficiency level and relevant assessment data.



ELs are expected to meet state priorities and progress through the proficiency levels of the ELD standards and Summative ELPAC assessment until each student reaches reclassification requirements.

This table *estimates* the amount of time an English learner should be enrolled in a specific EL program or secondary courses as measured by the ELPAC. Newcomer programs are typically *not* to exceed three years.

EL Proficiency Levels	**Emerging**	*Low to Mid* **Expanding**	*Mid to Upper* **Expanding**	*Low to Mid* **Bridging**	*Mid to Upper* **Bridging**	**Lifelong Language Learning**
Initial ELPAC Scores	**Level 1**	**Level 2**		**Level 3**		***Overall ELPAC RFEP Criteria: Level 4**
Summative ELPAC Scores	**Level 1**	**Level 2**	**Level 3**		**Level 4***	
Designated ELD Program Placement	**Structured English Immersion (SEI)**	**Structured English Immersion (SEI)**	**Structured English Immersion (SEI)**	**Structured English Immersion (SEI)**	**Structured English Immersion (SEI)**	**General Program**
Timeline toward reclassification (RFEP), based on scores from *initial* English language proficiency assessment (ELPAC)	1st year	2nd year	3rd year	4th year	5th year*	6th year +
		1st year	2nd year	3rd year	4th year*	5th year +
			1st year	2nd year	3rd year*	4th year +
				1st year	2nd year*	3rd year +
					1st year*	2nd year +
Linguistic Support Needed for High-Level Thinking	**Substantial**	**Moderate**		**Light**		**Occasional**

PARENT RIGHTS, OPTIONS, AND SELECTION PROCESSES

PARENT NOTIFICATION OF ENGLISH LEARNER PROGRAM

"Language acquisition program" refers to educational programs designed to ensure English acquisition as rapidly and as effectively as possible and provide instruction to students on the state-adopted academic content standards, including the ELD standards. All language acquisition programs shall be based on sound instructional theory and must lead to grade level proficiency and academic achievement in both English and another language. They must also help students overcome language barriers and provide access to grade level curriculum. Our school shall notify parents of the language acquisition programs available. This annual notice will include a description of the language acquisition programs provided at our school.



PARENT/GUARDIAN RIGHT TO REFUSE ELD INSTRUCTIONAL SERVICES

Although schools have an obligation to serve all English Learner students, parents/guardians of English learners have a right to decline or opt their children out of a school's ELD program or out of particular EL instructional services within an ELD program. If parents/guardians opt their children out of a school's ELD program or specific EL services, the children retain their status as English learners and are required to take the annual Summative ELPAC until they reclassify to fluent English proficiency.

Our school remains obligated to provide the student with meaningful instruction (5 CCR Section 11302*)* until the student is reclassified, inform the parents/guardians when progress is not made, and re-offer the parent programs and services to consider at that time. Opt Out waivers must be completed annually in a meeting initiated by the parent or guardian and facilitated by the ELD Department administrator. For further information, please contact our student's ELD Department Coordinator.

Refusal of English Language Development (ELD) programs and/or services or "opt out of ELD" indicates an informed, voluntary decision by the parent to not have the child placed in any separate, specialized ELD service or instructional program. A "waiver" indicates a desire by the parent to waive the child from participation in all English Language Development programs. Content teachers will continue to provide strategies within regular instruction that help English language learners learn academic content while developing English language skills.

➔ See Appendix A for any documents referenced above: APPENDIX A

COMPONENT 4: STAFFING

Rationale: Appropriately credentialed personnel, committed to equitable educational programs and learning environments for the advancement of English learners is key to the successful implementation of an EL Master Plan. The process for recruiting, hiring, nurturing, maintaining and monitoring the right personnel who serve the English learner community is part and parcel of a coherent vision for English learners.

CONTENT OVERVIEW

- Options for Staffing EL Programs
- Rationale for Staffing Based on State Requirements

The staffing component of the EL Master Plan is aligned with the following principles of the California EL Roadmap.

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Staffing	▪ **Principle 3:** System Conditions that Support Effectiveness ▪ **Principle 4:** Alignment and Articulation within and Across Systems	**3A.** Leadership **3B.** Adequate Resources **3D.** Capacity Building **4A.** Alignment and Articulation **4C.** Coherency

OPTIONS FOR STAFFING EL PROGRAMS

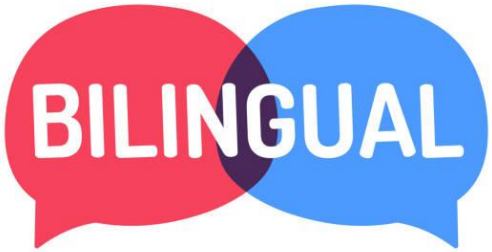
Our school diligently utilizes the platform of EdJoin to publicly announce and disseminate information regarding our available teaching positions whenever vacancies arise. In our relentless pursuit of exceptional and suitably qualified candidates, we frequently extend our outreach statewide, aiming to attract individuals of exceptional talent and expertise. This practice holds particular significance when it comes to our ELD Specialists, given the critical nature of their role. Furthermore, we recognize the significance of leveraging social media platforms and harnessing the power of staff referrals as effective means of engaging and acquiring exceptional talent in our recruitment endeavors.



Teachers who work with English learners must possess foundational knowledge and skills in several areas. Some of the key expectations for these educators that are evaluated during the interview process for all applicants include:

1. Understanding of Second Language Acquisition: Teachers must have a deep understanding of how second languages are acquired, including the stages of language development and the factors that affect language learning.
2. Knowledge of Language Structure and Function: Teachers must be able to analyze the structure and function of language, including grammar, syntax, vocabulary, and pragmatics. They should also have a solid understanding of the differences between first and second language acquisition.
3. Cultural Competence: Teachers must be culturally competent and have a strong understanding of the cultures and backgrounds of their students. This includes understanding cultural norms, values, beliefs, and customs, as well as the impact of culture on language learning.
4. Assessment and Evaluation: Teachers must have the skills to assess and evaluate English language proficiency and academic content knowledge for English learners. This includes using appropriate assessments and identifying strategies to support student progress.
5. Instructional Strategies: Teachers must have a repertoire of instructional strategies to support English learners' language development and academic success. This includes providing differentiated instruction, using scaffolding techniques, and incorporating the use of technology and multimedia.
6. Collaborative Skills: Teachers must be able to work collaboratively with other educators, administrators, and families to support English learners. This includes communicating effectively, collaborating on instructional strategies, and identifying appropriate resources and support services.

New hires are expected to demonstrate a strong understanding of this foundational knowledge and skills, and should also be willing to engage in ongoing professional development to continue to grow and refine their expertise in teaching English learners.



When making hiring decisions, an emphasis is placed on prioritizing the inclusion of bilingual educators, recognizing their valuable role in supporting our multilingual families and students. In addition, our school provides additional compensation to staff members proficient in multiple languages who are willing to provide translation services. Consequently, we are able to provide support to our multilingual families during parent meetings, events and functions through assigning our multilingual staff to attend and provide translation, ensuring seamless communication and creating an inclusive environment for all participants.

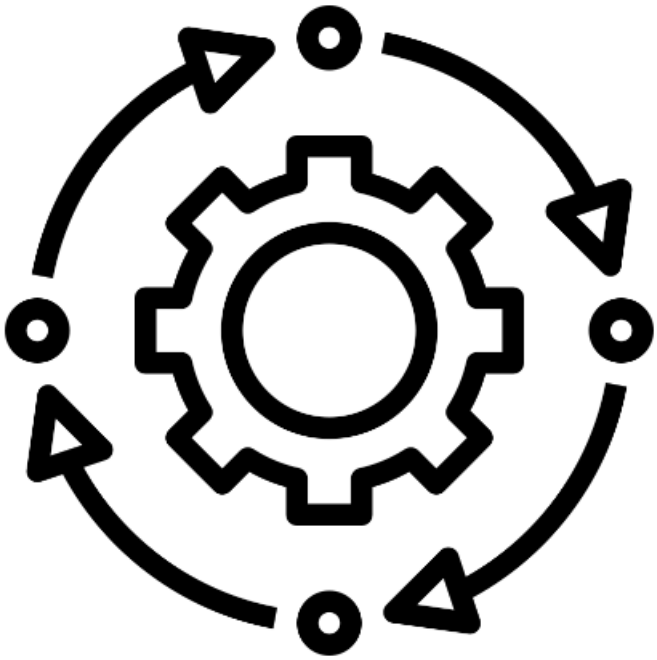
RATIONALE FOR STAFFING BASED ON STATE REQUIREMENTS

Within our school, each teaching staff member entrusted with the instruction of English Learners demonstrates the essential qualifications required for delivering appropriate educational services. Teachers assigned to provide ELD and instruction in subject matter courses for ELs must have the appropriate authorizations. (20 U.S.C. Section 6826 [c]; EC sections 44253.1, 44253.2, 44253.3, 44253.4, 44253.5, 44253.10; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012–1013). Oversight by the Human Resources department ensures that these staff members possess not only the requisite teaching credential authorized by the California Commission on Teacher Credentialing but also hold an English Learner (EL) authorization, further affirming their proficiency in English language instruction.



A sufficient number of EL authorized teachers are assigned. Teachers who do not hold appropriate certification will be enrolled in training programs designed to achieve authorization within 5 years. Moreover, our English Learning Department operates under the supervision of an administrator, whose primary responsibility lies in overseeing the effective implementation of services and the delivery of high-quality instruction tailored to support our English Learners and their families.

➔ For more specific information on California's Educational Code, please visit: https://leginfo.legislature.ca.gov/faces/codesTOCSelected.xhtml?tocCode=EDC&tocTitle=+Education+Code+-+EDC



CHAPTER 2:

Equity-Driven Processes, Evidence-Based Programs, and Practices

COMPONENT 5: ACCESS TO CORE CURRICULUM

Rationale: The Local Education Agency's (LEA) vision and mission for equity and excellence in English Learner (EL) education is reflected by system-wide evidence of how ELs experience access, enrollment, and success in all core curricular classes, including Advanced Placement, honors, or gifted courses. An appraisal of LEA's daily class schedules, class assignments, and classroom practices for ELs is an opportunity to reflect on whether an LEA's aspirational vision for ELs matches its actions. This component of an EL Master Plan provides an opportunity for LEAs to affirm their commitment to instructional practices, including Integrated English Language Development, as foundational to the path to equity.

CONTENT OVERVIEW

- Rationale for Access to the Core Curriculum
- Expectations for Rigorous Standards-Based Instruction
- Integrated ELD's Role in Accessing the Core Curriculum
- Role of Primary Language

The access to core curriculum component of the EL Master Plan is aligned with the following principles of the California EL Roadmap.

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Access to Core Curriculum	▪ **Principle 1:** Assets-Oriented and Needs-Responsive Schools ▪ **Principle 2:** Intellectual Quality of Instruction and Meaningful Access ▪ **Principle 4:** Alignment and Articulation within and Across Systems	**1A.** Language and Culture as Assets **IB.** English Learner Profiles **1E.** English Learners with Disabilities **2A.** Integrated and Designated English Language Development **2B.** Intellectually Rich, Standards-based Curriculum **2C.** High Expectations **2D.** Access to the Full Curriculum **2E.** Use of Students' Home Language **2F.** Rigorous Instructional Materials **4A.** Alignment and Articulation **4C.** Coherency

RATIONALE FOR ACCESS TO THE CORE CURRICULUM

According to the U.S. Department of Education's English Learner Toolkit, "Meaningful access to the core curriculum (e.g. reading/ language arts, math, science, and social studies) is a key component in ensuring that ELs acquire the tools to succeed in general education classrooms within a reasonable length of time. Thus, both SEAs and LEAs have the dual obligations to not only provide programs that enable EL students to attain English proficiency, but also to provide support in other curricular areas that will ensure ELs have equal opportunities to participate in the curriculum" (Ch. 4, p. 1).

Academic instruction for ELs in grades K–12 must be designed and implemented to ensure that ELs meet the LEA's content and performance standards for their respective grade levels within a reasonable amount of time. In addition, each LEA must ensure that ELs in middle and high school are not denied participation in the standard instructional program, which, at a minimum, means:

(a) Enrollment in the standard instructional program, which, at a minimum, consists of:
   i. Core curriculum courses (reading/language arts, mathematics, science, and history/social science),
   ii. Courses required to meet state and local high school graduation requirements, and
   iii. Courses required for middle school grade promotion,

(b) Enrollment in a full course load of courses that are part of the standard instructional program, and

(c) Enrollment in courses that meet the subject matter requirements for purposes of recognition for college admissions, such as honors or advanced placement courses.

Each LEA must monitor student academic progress and provide additional and appropriate educational services to ELs in grades K–12 for the purposes of overcoming language barriers in each subject matter. Actions to overcome content academic barriers must be taken before the deficits become irreparable. (20 U.S.C. sections 1703 [f], 6825 [c][1][B]; EC sections 305[a][2], 310; 33126, 60811.8; 5 CCR Section 11302[b]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1006–1011).

Our school provides the following to all English learner students to guarantee their access to the standard instructional program:

- Instruction that focuses on providing ELs with opportunities to engage in discipline-specific practices, which are designed to build conceptual understanding and language competence
- Instruction that leverages ELs' home language(s), cultural assets, and prior knowledge.
- Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.
- Instruction that moves ELs forward by considering their English proficiency level(s) and prior schooling experiences. For eligible ELs with disabilities, special education and related services, and

supplementary aids and services, as specified in their individualized education programs (IEPs), are provided in conjunction with the general education curriculum and any EL services.
- Instruction that fosters ELs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.

In order to ensure equal access to curricular and extracurricular programs, the following questions from the U.S. Department of Education's English Learner Toolkit are used to guide all ELD Department decisions and actions for our school:

English Language Development (ELD)

1. Does ELD instruction prepare ELs to participate in the academic curriculum in English?
2. Is the ELD instruction tailored to, and does it build upon students' levels of ELP?
3. Is there ongoing, systematic assessment of ELs' progress toward English proficiency?

Curricular and Extracurricular Programs

1. Do the EL programs provide access to the same standard grade-level curriculum—or to a comparable curriculum, equally rigorous—as is offered to never-ELs, while also providing appropriate language assistance strategies in core instruction?
2. Are ELs integrated into the school's educational programs, extracurricular offerings, additional services, and student body?
3. Do ELs have equal access to all of the school's facilities (e.g., computer labs, science labs, cafeteria, gym, and library)?
4. Are ELs assessed in the core-content areas with appropriate and reliable evaluations and testing methods?
5. Do content assessments indicate that ELs are making academic progress while in the EL program, and that former ELs are performing comparably to that of their never-EL peers? If not, are timely services provided to ELs to accelerate academic progress? Are those services offered within the school day?



➔ For more specific information on California's Educational Code, please visit: https://leginfo.legislature.ca.gov/faces/codesTOCSelected.xhtml?tocCode=EDC&tocTitle=+Education+Code+-+EDC

EXPECTATIONS FOR RIGOROUS STANDARDS-BASED INSTRUCTION

The expectation for quality, standards-based, rigorous curriculum and instruction being offered to English Learners (ELs) in all content areas is that it should be:

1. Culturally Responsive: Curriculum and instruction should recognize and value the cultural and linguistic diversity of ELs. Teachers should create a learning environment that respects and validates the students' cultural and linguistic identities.
2. Linguistically Accessible: Curriculum and instruction should be linguistically accessible and comprehensible to ELs, so they can understand the content and participate in the learning process. Teachers should use language strategies, such as scaffolding, graphic organizers, and visuals, to support ELs' language development.
3. Standards-Based: Curriculum and instruction should align with state and national academic standards. Teachers should provide clear learning objectives and assess student progress based on those objectives.
4. Rigorous: Curriculum and instruction should challenge ELs academically and intellectually. Teachers should provide opportunities for ELs to engage in critical thinking, problem-solving, and higher-order thinking skills.
5. Differentiated: Curriculum and instruction should be differentiated to meet the diverse needs of ELs. Teachers should use a variety of instructional strategies and materials to accommodate different learning styles, abilities, and backgrounds.
6. Ongoing: Curriculum and instruction should be ongoing and responsive to ELs' changing needs. Teachers should regularly assess students' progress and adjust instruction accordingly.



In summary, quality, standards-based, rigorous curriculum, and instruction for ELs should be culturally responsive, linguistically accessible, standards-based, rigorous, differentiated, and ongoing to ensure that ELs have equitable access to a high-quality education.

INTEGRATED ELD'S ROLE IN ACCESSING THE CORE CURRICULUM

Integrated English Language Development (ELD) is a requirement for English Learners (ELs) to access the core curriculum. It is an instructional approach that integrates language development instruction with the content of the core curriculum.

In an Integrated ELD program, teachers explicitly teach the language skills necessary for ELs to understand and engage with the content being taught in the core curriculum. The language instruction is tailored to the language proficiency level of the ELs, so that they can access and understand the content being taught.

Integrated ELD is not a separate language class; instead, it is embedded within the content instruction of the core curriculum. This means that ELs receive language instruction while also learning the academic content of the subject matter. For example, in a social studies class, the teacher might explicitly teach academic vocabulary and language structures related to the topic being studied, such as "government" or "cause and effect" while teaching about the Constitution or the Civil War.

The goal of Integrated ELD is to provide ELs with the language skills they need to fully participate in the core curriculum and develop the academic language proficiency necessary for academic success. By integrating language instruction with the core curriculum, ELs have access to both language development and academic content at the same time, which can help accelerate their language acquisition and academic progress.



Integrated English Language Development (ELD) instructional strategies can vary depending on grade levels, from Kindergarten to grade 12, and the English Language Proficiency (ELP) levels of the students. Here are some examples of Integrated ELD instructional strategies for all grade levels:

1. Visuals and Graphic Organizers: Teachers can use visuals and graphic organizers to support understanding and help students make connections between new concepts and prior knowledge. This strategy is particularly useful for K-2 students and students at lower ELP levels.

2. Sentence Frames and Starters: Teachers can provide sentence frames and starters to support student participation and provide language models for students to use. This strategy is helpful for students at lower ELP levels in all grade levels.
3. Think-Pair-Share: Teachers can use think-pair-share activities to promote student discussion and collaboration, allowing students to practice their language skills in a supportive environment. This strategy is helpful for all grade levels and ELP levels.
4. Peer Interaction: Teachers can encourage peer interaction to provide opportunities for students to practice their language skills in a supportive setting. This strategy is helpful for all grade levels and ELP levels.
5. Scaffolding: Teachers can scaffold instruction by breaking down complex concepts and providing students with the necessary language and content support to access the curriculum. This strategy is helpful for all grade levels and ELP levels.
6. Differentiated Instruction: Teachers can differentiate instruction based on students' language and academic needs, using a variety of instructional strategies to support student learning. This strategy is helpful for all grade levels and ELP levels.
7. Content and Language Objectives: Teachers can provide clear content and language objectives for each lesson, ensuring that students know what they are expected to learn and the language skills they will need to accomplish the learning objectives. This strategy is helpful for all grade levels and ELP levels.
8. Academic Vocabulary Instruction: Teachers can provide explicit instruction on academic vocabulary and language structures, ensuring that students have the necessary language skills to access and engage with the curriculum. This strategy is helpful for all grade levels and ELP levels.

Overall, Integrated ELD instructional strategies aim to support ELs in accessing and engaging with the core curriculum, while also developing their language proficiency. By providing explicit language instruction within the context of the core curriculum, teachers can help ELs accelerate their language acquisition and academic progress.

Our school provides annual professional development, ongoing instructional coaching, and research-based best practice resources for all Integrated ELD teachers on staff.



→ For more information on Integrated ELD, please visit: https://www.cde.ca.gov/sp/el/er/eldstandards.asp

→ See Appendix B for any documents referenced above: APPENDIX B

ROLE OF PRIMARY LANGUAGE



California has entered a new era of ELD instruction that embraces linguistic diversity as an asset while providing the support necessary to allow English learners access to an intellectually rich and engaging curriculum (SBE, EL Roadmap 2017). Primary language support for ELs is the use of students' home language to facilitate understanding of core content that is taught in English for ELs in the Newcomer program, and when needed, Structured English Immersion program. Students with low levels of English proficiency can benefit from the use of their home language to support their English Language Development towards fluency.

The following options are available for primary language support.

- Onboarding support for the students and Learning Coaches (LCs) in the family's primary language
- Training in online translation tools and resources
- Training in online school components with translation features
- Bilingual dictionaries and other support materials can be provided for students with literacy skills in their home language
- Use of bilingual support staff for language and literacy support
- Translation and interpretation services for family engagement opportunities

COMPONENT 6: ENGLISH LANGUAGE DEVELOPMENT

Rationale: English learners (EL) expand their linguistic repertoires by building on their primary language to learn English as an additional language. The California English Language Arts/English Language Development Framework (CDE, 2015) defines Designated English Language Development (ELD) as a dedicated time during the regular school day when specialized instruction is provided to English learners based on the English Language Development Standards, students' English language proficiency levels, and their English language learning needs. It includes developing English learners' oral language proficiency, discourse practices, reading, and writing abilities necessary for successful participation in academic tasks in all content areas. Local education agencies (LEAs) need to provide clear guidelines and expectations for Designated ELD to provide ELs opportunities to learn English, its forms and functions, new vocabulary, idiomatic expressions and other nuances that will ensure language mastery and successful pathways to biliteracy and reclassification.

CONTENT OVERVIEW

- Purpose of ELD
- Expectations for ELD Instruction and Instructional Minutes
- Expected ELD Progress and Monitoring
- Structures and Systems to Intervene Based on Student Progress

The ELD component of the EL Master Plan is aligned with the following principles of the California EL Roadmap.

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
English Language Development	▪ **Principle 1:** Assets-Oriented **and Needs-Responsive Schools** ▪ **Principle 2:** Intellectual Quality of Instruction and Meaningful Access ▪ **Principle 4:** Alignment and Articulation within and Across Systems	**IB.** English Learner Profiles **1E.** English learners with Disabilities **2A.** Integrated and Designated English Language Development **4A.** Alignment and Articulation **4C.** Coherency

PURPOSE OF ELD

English Learners in transitional kindergarten through grade twelve have a double curricular load: They must become proficient in academic English, and they must learn the same rigorous academic content required of all students in California. Because they are learning English as an additional language, ELs require specialized instructional support to ensure that they simultaneously develop academic English and have full access to a rich curriculum across the disciplines. Therefore, ELs at our school are provided support for academic language development in core content courses (Integrated ELD) and specialized support (Designated ELD) for English language development. Integrated ELD is provided throughout the day. Designated ELD is provided during a protected time. Both ensure that ELs' linguistic and academic needs are fully met.

The following graphic from the English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools encompasses the purposes and circles of implementation for our school's English Language Development Program:



The outer ring identifies the overarching goals of ELA/literacy and ELD instruction: By the time California's students complete high school, they have developed the readiness for college, careers, and civic life; attained the capacities of literate individuals; become broadly literate; and acquired the skills for living and learning in the 21st century.

The white field represents the context in which instruction occurs. The context for learning should be integrated, motivating, engaging, respectful, and intellectually challenging for all students.

Circling the standards are the key themes of the standards: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills. These themes highlight the interconnections among the strands of CA CCSS for ELA/Literacy (Reading, Writing, Speaking and Listening, and Language) and the parts of the CA ELD Standards ("Interacting in Meaningful Ways," "Learning About How English Works," and "Using Foundational Skills").

In the center of the graphic are the CA CCSS for ELA/Literacy and the CA ELD Standards, which define year-end expectations for student knowledge and abilities and guide instructional planning and observation of student progress. The CA ELD Standards also identify proficiency level expectations (Emerging, Expanding, and Bridging) and ensure that EL students have full access to the CA CCSS for ELA/Literacy and other content standards. These standards are the pathway to achievement of the overarching goals. The California English Language Development (ELD) standards, when used in tandem with state content standards, assist English learner students to build English proficiency, refine the academic use of English, and provide students access to subject area content. These standards were adopted by the State Board of Education in November 2012.

Our school is committed to providing rigorous, standards-based instruction and meaningful access for students as described in Principle #2 of the California EL Roadmap: "English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages."



- ➔ To view the complete California ELA/ELD Framework, please visit: https://www.cde.ca.gov/ci/rl/cf/
- ➔ For more information on the California English Learner Roadmap, please visit: https://www.cde.ca.gov/sp/el/rm/
- ➔ To view the California ELD Standards, please visit: https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf
- ➔ To view California's Common Core State Standards (CCSS), please visit: https://www.cde.ca.gov/be/st/ss/

EXPECTATIONS FOR ELD INSTRUCTION AND INSTRUCTIONAL MINUTES

English Language Development (ELD) must be a planned, specific, explicit and a designated component of the total education of English Learners. It is mandatory that each EL receives both Designated ELD and Integrated ELD instruction in all content courses throughout the day until s/he meets the criteria to be Reclassified to Fluent English Proficient (RFEP).

Integrated ELD is instruction in which the CA ELD standards are used in tandem with the state-adopted academic content standards.

Designated ELD includes synchronous live class sessions provided during a protected time in the regular school day for focused instruction on the state-adopted ELD standards, as well as asynchronous instruction using a program aligned with the state-adopted ELD standards. During Designated ELD, English learners develop critical English language skills necessary for accessing academic content in English. The Tier 1 Designated ELD curriculum that is aligned with the California English Language Development Standards used by our school is *Connect to Literacy* (published by *SummitK12*). *Launch and Link to Literacy* (published by *DataWorks* Educational Research) is the curricular resource used for Tier 2/3 ELD language intervention services.

Designated ELD Service Plan for ELs in the Structured English Immersion (SEI) program:

Grade Level	Synchronous Instructional Minutes	Asynchronous Instructional Minutes	Tier 1 ELD Curriculum Aligned to CA ELD Standards	Tier 2/3 ELD Curriculum Aligned to CA ELD Standards
K-2	60-135 minutes per week depending on proficiency level	25 minutes per domain per week: Listening, Speaking, Reading, & Writing	*Connect to Literacy* (SummitK12)	*Launch to Literacy* (DataWorks)
3-8	90-135 minutes per week depending on proficiency level	25 minutes per domain per week: Listening, Speaking, Reading, & Writing	*Connect to Literacy* (SummitK12)	*Launch to Literacy; Link to Literacy* (DataWorks)
9-12	60 minutes *minimum* per week	25 minutes per domain per week: Listening, Speaking, Reading, & Writing	*Connect to Literacy* (SummitK12)	*Launch to Literacy; Link to Literacy* (DataWorks)
Newcomers 3-12	90 minutes *minimum* per week	25 minutes per domain per week: Listening, Speaking, Reading, & Writing	*Connect to Literacy* (SummitK12)	*Launch to Literacy; Link to Literacy* (DataWorks)

All English learners shall be placed in a Structured English Immersion (SEI) program and receive services and support until they reach reclassification criteria.

ENGLISH LEARNING PLANS

Instruction of EL students should be specifically geared towards individual students and addressing their individual needs. Students with limited English abilities that demonstrate English Language proficiency of 1, 2, 3 or 4 on their annual assessment in one or more of the four domains (listening, speaking, reading, and writing) must receive intensive research/evidence-based instruction in addition to the common academic content. English Learning Plans are utilized to identify additional supports and state approved accommodations they need to achieve academic and language growth and success.

English Learning Plans (ELP) Components:

- The ELP is created annually by the student's assigned ELD Specialist.
- All English Learner students enrolled in a Designated ELD class must have an ELP.
- The ELP should be shared with the student to ensure the student understands and agrees upon the goals set forth for the current school year.
- Teachers and staff with educational contact must be given a copy of the ELP upon student enrollment and are required to implement the ELP within their classroom on a daily basis.
- Parents/Guardians must receive a copy of the ELP indicating supports and services the student will be receiving.
- ELPs will be recorded and maintained in each student's personal cumulative file.



➔ For more information on Designated and Integrated ELD, please visit: https://www.cde.ca.gov/sp/el/er/eldstandards.asp

➔ For information on the Designated ELD curriculum referenced above, please visit the publisher's websites: www.educeri.com

➔ See Appendix B for any documents referenced above: APPENDIX B

EXPECTED ELD PROGRESS AND MONITORING

ELD DEPARTMENT PROGRESS MONITORING

Our school's English Language Development (ELD) Department teams focus on the language and academic achievement of English Learners (EL) during weekly meetings that focus on monitoring students' progress. The teams use data for decision-making, problem solving, identifying student instructional needs, providing appropriate interventions and monitoring student progress. The data used during weekly data conference meetings includes state-wide, local, and classroom level assessments, including but not limited to:

English Language Proficiency (ELP) Assessments	*Basic Skills Proficiency Assessments*
▪ Initial/Summative English Language Proficiency Assessments for California (ELPAC) ▪ Connect to Literacy (Summit K12) Benchmark Assessments (as of October 2025) ▪ Common Formative Assessments for Essential ELD Standards	▪ California Assessment of Student Performance and Progress (CAASPP) ▪ Star 360 ▪ Common Formative Assessments for Essential English Language Arts and Mathematics Standards

In addition to the English Language Plan (ELP), teachers and staff with educational contact, as well as the student and parent/guardian, are provided with an ELP Progress Report at the end of each instructional cycle. This documents the student's Designated ELD class attendance rate and their progress toward annual language proficiency goals. This allows ELD Specialists as well as General and Special Education teachers to adjust curriculum and interventions to target student learning and ensure student academic growth throughout the school year.

The EL team provides oversight and guidance in the following areas:

- Monitoring and review of ELs language and academic development
- Reviewing EL instructional program placement, progress, and intervention
- Monitoring progress of RFEP students

A culture of continuous collaboration is fostered throughout the academic year between the English Learning (EL) department and our general education (GE) staff members. This collaborative relationship enables alignment of instruction with English Language Development (ELD) standards and the seamless integration of effective instructional strategies. These collaborative efforts occur within the structure of our Professional Learning Communities and are further reinforced by individual check-ins with staff members throughout the year, ensuring a commitment to instructional excellence.

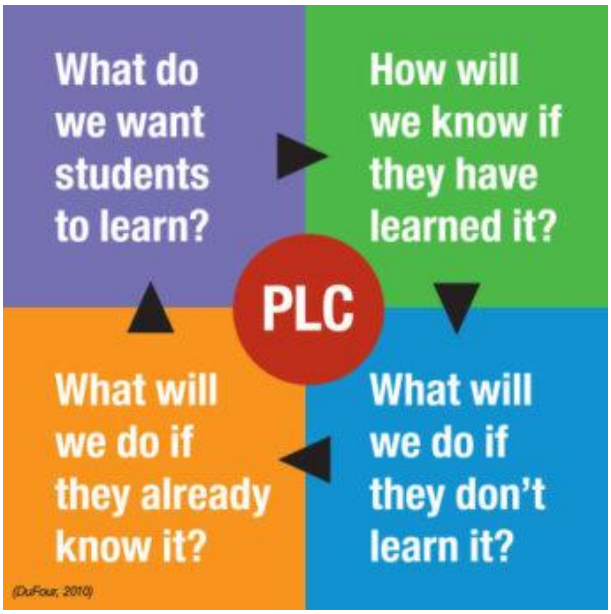


→ See Appendix B for any documents referenced above: APPENDIX B

STRUCTURES AND SYSTEMS TO INTERVENE BASED ON STUDENT PROGRESS

Federal and state laws require each Local Education Agency (LEA) to monitor student academic progress and provide additional and appropriate educational services to ELs in kindergarten through grade twelve to overcome language barriers in each subject matter. Actions to overcome academic content barriers must be taken before the deficits become irreparable. (20 U.S.C. §§ 1703 [f]; EC §§ 305[a][2], 310; 5 CCR § 11302[b]; Castañeda v. Pickard, 648 F.2d 989 (5th Cir. 1981).

The Tier 1 Designated English Language Development (ELD) curriculum for the school is *SummitK12 Connect to Literacy* which is research-based and aligned with the California ELD Standards. The ELD Department utilizes the four essential questions of a *Professional Learning Community (PLC)* and the *Visible Learning* strategies compiled in a global research database with an effect size of 0.4 or greater to ensure effective tier 1 language instruction and to respond appropriately when students have or have not yet mastered the essential ELD standards.

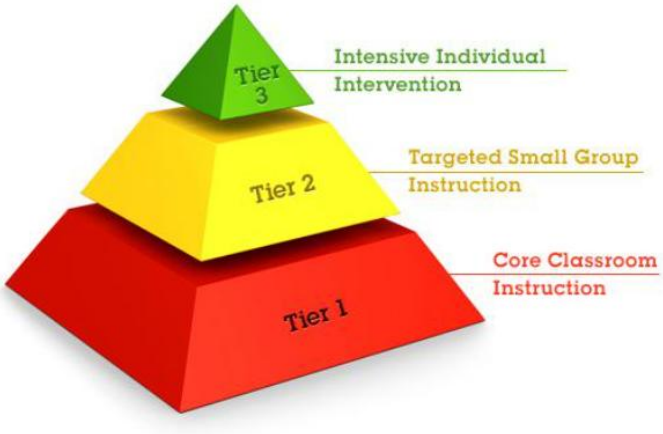


ELD Specialists administer common formative assessments for *essential ELD standards* in the listening, speaking, reading and writing domains. In addition, all EL students take a benchmark assessment in SummitK12 to serve as a common summative assessment and progress monitoring tool at the middle and end of the school year. Any students who do not demonstrate mastery of the essential ELD Standards after first-time best instruction are provided Tier 2 and Tier 3 ELD intervention in small group settings, using *Launch and Link to Literacy* (published by *DataWorks* Educational Research) as the primary curricular resources for the language-focused intervention.

In addition, our EL students are offered Tier 2 interventions for *essential content area standards,* when necessary, coordinated by the general education teacher(s), Education Specialist(s), and

administrative team. The Tier 2 interventions for our school include:

- Small Group Instruction on Essential ELA and/or Mathematics
- IQ Boost
- Summer School Courses



For EL students who are two or more years below grade level in their basic skills proficiency, they are provided with Tier 3 intervention to meet the intensive levels of instruction and support that are needed. The Tier 3 interventions for our school include:

- Reading Intervention
- English Foundations / Intensive Reading Courses (High School)
- Credit Recovery Course (High School)
- Extended School Year (ESY)
- Learning Contracts

NEWCOMER STUDENTS

As it pertains to *Education Code* (*EC)* sections 51225.1, 51225.2, and 60811.8, Assembly Bill 714 defines "newcomer pupil" the same as "immigrant children and youth," as defined in Section 7011(5) of Title 20 of the United States Codes as the following: Immigrant children and youth are individuals who (a) are aged three through twenty-one; (b) were not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and (c) have not been attending one or more schools

in the United States for more than three full academic years. The table below provides general definitions of terms that may also be used to describe newcomer students.

Any English learner

Term	Definition
English Learner	An individual (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C)(i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency (ELP); or (iii) who is migratory, whose native language is not English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding English may be sufficient to deny the individual (i) the ability to meet the challenging state academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.[2]
Immigrant Children and Youth (*for the purpose of Title III, Part A*)	Immigrant children and youth are individuals who (a) are aged three through twenty-one; (b) were not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and (c) have not been attending one or more schools in the United States for more than three full academic years.[3]
Migratory children (*for the purpose of Title I, Part C*)	A child is considered "migratory" if the parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries and whose family has moved during the past three years. A "qualifying" move can range from moving from one residence to another or across school district boundaries due to economic necessity.[4]
Refugee	A refugee is a person who has fled his or her country of origin because of past persecution or a fear of future persecution based upon race, religion, nationality, political opinion, or membership in a particular social group. If the person is currently residing in the United States, the person may apply for asylum. If the person is not in the United States, the person may apply to the U.S. Refugee Admissions Program. (U.S. Citizenship and Immigration Services, 2015)[1]
Student who may have experienced Limited/Interrupted Formal Education (SIFE/SLIFE)	SIFE/SLIFE: Students with interrupted formal education/student with limited or interrupted formal education (a newcomer with significant gaps in formal education). (Greenberg Motamedi et all., 2021)[1]
1. Unaccompanied Minors or Youth (*federal and state use*) 2. Unaccompanied Children (*federal and state use*) 3. Unaccompanied Alien Children (*federal use*) 4. Unaccompanied Undocumented Minors (*state use*)	A child who has: • No lawful immigration status in the United States; • Not attained 18 years of age and • No parent or legal guardian in the United States, or no parent or legal guardian in the United States available to provide care and physical custody.[5] Children who enter the country without their parent/legal guardian and for other reasons have been separated from their parent/legal guardian also fall under this definition.[6]
Unaccompanied Refugee Minors (URM)	The URM program is administered both at the federal and state level. At the state level, the California Department of Social Services (CDSS) administers the URM program by providing culturally responsive child welfare, foster care, and independent living services to unaccompanied refugee youth. Youth in the URM program have one of the following immigration statuses: • Refugees; • Cuban/Haitian entrants; • Asylees; • Victims of human trafficking who have an Office of Refugee Resettlement (ORR) eligibility letter; • Non-citizen victims of domestic violence and other serious crimes who have been granted a U-Visa from the United States Citizenship and Immigration Services, and meet all other eligibility requirements, or; • Minors who have received Special Immigrant Juvenile Status while in ORR's custody.[7]

Newcomer students are eligible to receive additional support from the school's Bilingual Engagement Coach. The Bilingual Engagement Coach supports newcomer students and their families to ensure access to the services and resources that foster success and assists them in learning the school's expectations and learning format. Newcomer students are provided with high-quality language instruction at an emerging level using the Summit K12 Connect to Literacy synchronous lessons and the Summit K12 Connect to Literacy online platform for continued asynchronous language instruction and development. In addition, the ELD Specialist assigned to support each Newcomer EL student provides academic and social emotional instruction, appropriate interventions, and necessary wraparound support services for the students and their families.

LONG-TERM AND AT-RISK LONG-TERM ENGLISH LEARNERS

Long-Term English Learner (LTEL)	An English Learner (EL) student who meets the following criteria: In grades 6 to 12, has been enrolled in a U.S. school for six years or more, has remained at the same English language proficiency level for two or more consecutive prior years or has regressed and has yet to reclassify.
English Learner "At-Risk" of Becoming a Long-Term English Learner (AR-LTELs)	An English Learner (EL) student who meets the following criteria is enrolled in grades 3 to 12 and has been enrolled in a U.S. school for four or five years and has been at the same English language proficiency level for two or more consecutive prior years or has regressed.

At our school, Long-Term English Learners (LTELs) and At-Risk Long-Term English Learners (AR-LTELs) receive extra language instruction and support, in addition to their regularly-scheduled, required Designated ELD sessions. LTEL and AR-LTEL sessions target the reading and writing domains of the ELD standards and the essential learning behaviors necessary for academic success. *Link to Literacy* (published by *DataWorks* Educational Research) is the curricular resource used to explicitly teach the specific areas of need which are preventing students from meeting the ELD program's Reclassification to Fluent English Proficient (RFEP) criteria.



- ➔ For more information on Newcomers, please reference the U.S. Department of Education's Newcomer Toolkit: https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf
- ➔ For more information on California's Educational Code, please visit: https://leginfo.legislature.ca.gov/faces/codesTOCSelected.xhtml?tocCode=EDC&tocTitle=+Education+Code+-+EDC
- ➔ See Appendix B for any documents referenced above: APPENDIX B

COMPONENT 7: PROFESSIONAL LEARNING

Rationale: Doctors, lawyers, engineers, accountants, and others in varied professions participate in professional learning to keep abreast of current research, changes in their field, or updated technology and resources that will support them in meeting the changing needs of their clients. Professional learning is essential for educators, not only for the reasons other professionals engage in building capabilities, but also because the students and families we serve have needs that are not only diverse but constantly changing based on their context. Among other researchers, Linda Darling Hammond emphasizes the potential of high-quality professional development to improve student outcomes. An EL Master Plan is an advocacy document intending to bring forth practices that will lead to equity for English learners. Professional learning is key in ensuring that educators and leaders are equipped to improve student outcomes.

CONTENT OVERVIEW

- Rationale for Professional Development to Build and Sustain the Capacity of English Learners
- Foundational Knowledge Expectations for Teachers of ELs
- Clarity Around Responsibilities for Coherent and Aligned Professional Development
- Connectedness Between Professional Development for EL Educators and the LEA Educational Plans

The professional learning component of the EL Master Plan is aligned with the following principles of the California English Learner Roadmap .

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Professional Learning	▪ **Principle 3:** System Conditions that Support Effectiveness ▪ **Principle 4:** Alignment and Articulation within and Across Systems	**3A.** Leadership **3D.** Capacity Building **4A.** Alignment and Articulation **4C.** Coherency

PROFESSIONAL DEVELOPMENT TO BUILD AND SUSTAIN THE CAPACITY OF ENGLISH LEARNERS

Our school strives to meet the needs of all English learners and to guide students in realizing their full academic potential in addition to being valued members of our society. Data-driven instructional decisions to improve teaching and learning is a strong component of our academic and language programs. The overarching English Learner Roadmap principles guiding this chapter are:

✓ Guiding Principle 1	Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners.
Assets-Oriented and Needs-Responsive Schools	

✓ Guiding Principle 2	English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency.
Intellectual Quality of Instruction and Meaningful Access	

✓ Guiding Principle 3	Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement.
Systems Conditions that Support Effectiveness	

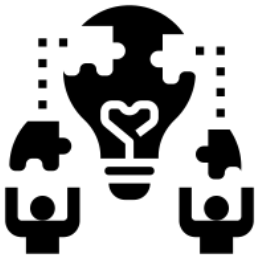
PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Our school fosters the ongoing professional growth of its classified and certificated staff members through various avenues. With a specific focus on enhancing instructional practices to strengthen competence in supporting English Learners, optional and required workshops are regularly conducted, enabling educators to engage in targeted professional development that equips them with effective strategies tailored for the diverse needs of the English Learners that they serve. These workshops are thoughtfully offered throughout the academic year to ensure a sustained and comprehensive learning experience. In addition, all staff members are provided the opportunity to pursue professional development in their preferred areas, with reimbursement for associated costs. The chosen professional development could include fostering growth in English language development and implementing instructional methodologies that cater to the unique requirements of English Learners.

Our school will provide professional development to improve instruction for English learners and all students. Multiple funds will be used to provide ongoing training at all levels.

Effective professional development & coaching should meet the following criteria:

- Enhances the ability of staff to understand & implement Integrated & Designated ELD instruction.
- Improves assessment practices that measure language development and academic achievement.
- Models effective instructional strategies that increase engagement & remove instructional barriers for English learners.
- Substantially increases the subject matter knowledge, pedagogy, and skills of teachers.
- Be of sufficient intensity & duration to have a positive and lasting impact on teacher and student performance in the classroom.


All ELD professional development selected and implemented by our ELD Department is aligned with state content standards and supported by sound instructional theory outlined in the following state guidance documents:

- 2012 English Language Development (ELD) standards
- 2014 ELA/ELD Framework
- 2017 California EL Roadmap
- 2019 California Practitioners' Guide for Educating English Learners with Disabilities

Administrators, teachers, coaches, support staff, and other EL educational partners will be provided on-going professional learning opportunities to build capacity. Specific topics may vary year by year based on the school's needs and annual program evaluation. Annual topics will include: all staff training on supporting ELL students in a virtual setting, supporting English learners with disabilities, ELPAC administration, process for providing translated materials or interpreters and identification of ELD students.

	Professional Development Topic	***Staff in Attendance***
Semester 1	**ELD Program Overview: Roster and Roles**	**All General Education Staff**
	English Learners with IEPs	**Special Education Staff**
	ELD Curriculum Training	**All ELD Department Staff**
	ELD Data Analysis, Goal Development, and Instructional Alignment	**All ELD Department Staff**
	***Moodle* Initial ELPAC Training**	**Staff as Assigned**
Semester 2	**ELD Program Services and Exit Criteria**	**All Staff**
	ELD Progress Monitoring and Documentation	**All Staff**
	***Moodle* Summative ELPAC Training**	**Staff as Assigned**
Annual: Ongoing	**EL Typologies and Associated Needs for Our Students**	**All Staff**
	School-wide Culturally Responsive Teaching	**All Staff**
	High-Impact ELD Instructional Strategies	**All Staff**

→ See Appendix B for any documents referenced above: APPENDIX B

COHERENT AND ALIGNED PROFESSIONAL DEVELOPMENT

To guide our professional development, our school uses the CA EL Roadmap's vision along with our district mission statement. In addition, the district bases professional development on the research based social-cultural theory of learning. It approaches learning language as a social process that requires varying levels of support during interactions with peers, texts, and academic language in a variety of settings and contexts. Our school believes that focusing professional development on holding high expectations and providing EL and multilingual students with the tools to utilize language as a resource for making meaning creates opportunities for ELs ongoing success.

CA EL Roadmap Vision:
English learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

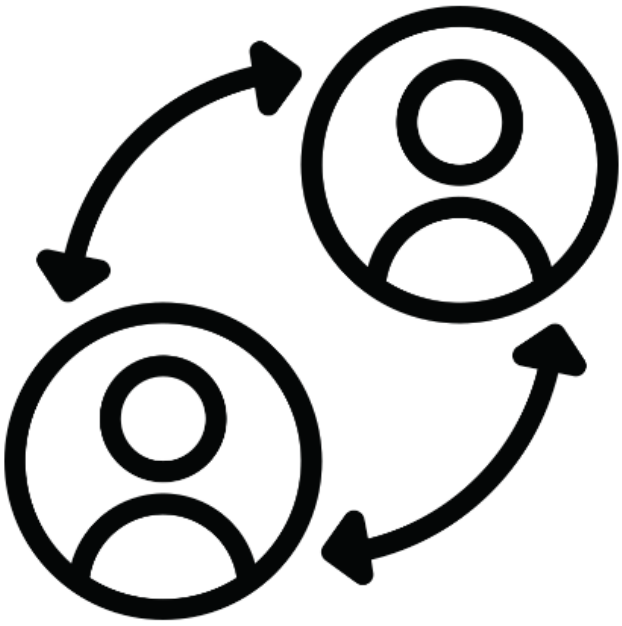
Our School Mission:
The mission of iQ Academy is to passionately pursue success for all students. We are committed to providing individualized and innovative instruction, building strong relationships with our families, and ensuring every student can achieve academic and personal growth.

Our ELD Department Mission:
The IQ English Language Development (ELD) Department serves our English language learner community through instruction and support in an inclusive environment to develop confident students who are equipped with the skills to have individual success in school and in life.

To realize the full academic and social potential of our English learners our school will engage in the following best practices which are based on the CA EL Roadmap Principles:

- **Practice # 1 - Asset-Based:** Recognize, value, and respond to the diverse assets and needs of English learners; AND
- **Practice # 2** - **Designated ELD:** Develop academic language proficiency in English while simultaneously mastering grade level academic content in order to be active contributors; AND
- **Practice # 3** - **Integrated ELD:** Integrate language development in all content areas to provide for equal participation and access to grade level curriculum; AND
- **Practice # 4** - **Individualizing for the Whole Child:** Monitor EL language and academic progress frequently to provide feedback and to refine instructional approaches using formative data

For more information about our school and ELD Department, please visit:
- ➔ Our School Website: https://iqacademyca.k12.com/
- ➔ Our ELD Department Website: https://sites.google.com/iqcalifornia.org/iqeld-department/homepage



CHAPTER 3:

Family-Community Engagement

COMPONENT 8: FAMILY-SCHOOL PARTNERSHIPS

Rationale: The original Elementary and Secondary Act (ESEA 1964) emphasized the essential role families play in the educational success of their children. Since then, substantial research continues to provide evidence that "effective family engagement can contribute to improved student outcomes and to closing persistent achievement gaps among students of different racial and ethnic backgrounds and family income levels." Hattie's meta-analysis study on student learning identified parental engagement as a strategy that can contribute to more than one year's growth in student learning. Implementing a dual capacity building framework can also support parent leadership development. Engaged EL families and the communities they represent are a local education agency's (LEA) partner in ensuring equity for their children.

CONTENT OVERVIEW

- Role of Families in the Education of ELs
- Expectations and Systems for EL Students and Families to Engage in LEA Activities/ Education
- Primary Language Communication / Translation
- Role of Advisory Committees

The family-school partnerships component of the EL Master Plan is aligned with the following principles of the California English Learner Roadmap.

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Family – School Partnerships	▪ **Principle 1:** Assets-Oriented and Needs-Responsive Schools ▪ **Principle 3:** System Conditions that Support Effectiveness ▪ **Principle 4:** Alignment and Articulation within and Across Systems	**1D.** Family and School Partnerships **3A.** Leadership **4A.** Alignment and Articulation **4C.** Coherency

ROLE OF FAMILIES IN THE EDUCATION OF ELS

At our school, we recognize and value the crucial role that families play in the education and success of their English learners. We are committed to fostering a strong partnership between families and our institution to ensure the optimal development and support of our students. Our dedication to the role of families as partners and assets in the education of English learners is reflected in the following key initiatives and practices:

Collaborative Communication: We believe in open and frequent communication between educators and families. We establish multiple channels of communication, such as regular parent-teacher meetings, email updates, phone calls, and digital platforms, to keep families informed about their child's progress, classroom activities, and upcoming events. We actively encourage families to reach out to us with any questions or concerns they may have.

Welcoming Environment: We strive to create a welcoming and inclusive environment where families from diverse linguistic and cultural backgrounds feel respected, valued, and involved. We provide translated materials, interpreters, and bilingual staff to facilitate communication with families who may have limited English proficiency.

Family Engagement Programs: We offer a range of family engagement programs specifically tailored to support English learners. These programs provide parents with resources, strategies, and workshops to enhance their understanding of the educational system, language acquisition, and ways to support their child's learning at home. We also involve families in decision-making processes, such as developing school policies and curriculum, through parent advisory committees and regular feedback sessions.

Parent Empowerment: We empower parents to be advocates for their children's education and success. We provide resources and support to help parents navigate educational systems, access community services, and understand their rights. We also facilitate opportunities for parents to connect with each other, forming networks of support and empowerment.

By fostering strong partnerships with families, we believe that we can maximize the potential of our English learners. We recognize that families are not only important educational partners but also valuable assets, as they possess unique insights, cultural knowledge, and a deep understanding of their children. Together, we can create an inclusive and enriching educational experience that enables all English learners to thrive academically, linguistically, and socially.

EXPECTATIONS AND SYSTEMS FOR EL STUDENTS AND FAMILIES TO ENGAGE IN LEA ACTIVITIES/EDUCATION

Parents and families are an essential part of the educational partnership that includes students, staff, and community members. We strive to build strong family, community, and school partnerships.

It is important that parents of English learners stay informed of all school activities, procedures, and policies that directly impact their children. It is the responsibility of the school to educate and help parents clearly understand the educational program options and opportunities for our students. Parents are encouraged to participate in parent committees that advise the school, district, and board on funding and services for English learners.

OUR SCHOOL'S PARENT AND FAMILY ENGAGEMENT POLICY

iQ Academy California - Los Angeles recognizes that when schools and parents form strong partnerships, students' potential for educational success improves significantly. The No Child Left Behind Act of 2001 requires that every school receiving federal funds establish a School Site Council (SSC). Parents must be involved in advising, or as members of the SSC making decisions, about the school's educational programs, the use of categorical funds to support these programs, and the school's plan to involve parents in their children's education. Parents may visit http://losangeles.iqacademy.com/ to view the Parent Involvement Policy.

SCHOOL INFORMATION AND UPDATES

There are many ways for families to connect with our school and to receive important news and updates.

- Parent Square: Our primary means of communicating information to our school community is through the Parent Square platform. Legal Guardians are added to Parent Square upon school enrollment. Communication preferences can be customized by each user by logging in to their account at https://www.parentsquare.com/.
- LC App: Learning Coaches and legal guardians can receive updates on student enrollment, class progress, and grades by using the K12 App. Within the App, families 42 can also connect with a community of Learning Coaches to receive support and encouragement. App information at https://www.k12.com/app.html.



There are several English Learner family and community engagement opportunities available as well:

- English Learner Advisory Committee (ELAC) / District English Learner Advisory Committee (DELAC): A school/district-level committee comprised of parents, staff, and community members designated to advise school officials on English learner programs and services.
- Local Control Accountability Plan (LCAP) Meetings: The LCAP provides an opportunity for all of our school's educational partners to collectively share our stories of how, what, and why programs and services are selected to meet their local needs.
- English Learner Family Education Meeting: This meeting is held annually to inform parents of English learners about the academic and language acquisition process in our school.
- Learning Coach (LC) Universities: Annual opportunities for Learning Coaches to attend a series of sessions targeting the specific needs for their English learner students.

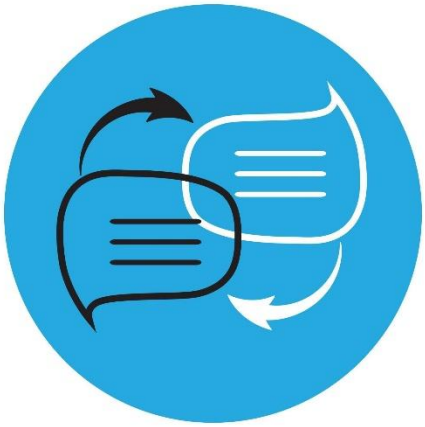
→ For more information about our school's family engagement opportunities, please visit: https://fw.unitymg.com/rdr/D:3246

→ See Appendix C for any documents referenced above: APPENDIX C

PRIMARY LANGUAGE COMMUNICATION / TRANSLATION

According to the U.S. Department of Education Office for Civil Rights and the U.S. Department of Justice's Civil Rights Division, LEAs must provide effective language assistance to limited English proficient parents, such as by offering translated materials or a language interpreter.

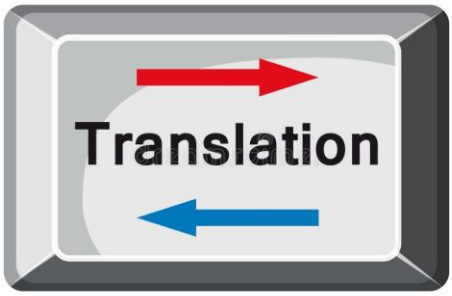
- Language assistance must be free and provided by appropriate and competent staff, or through appropriate and competent outside resources.
- School districts should ensure that interpreters and translators have knowledge in both languages of any specialized terms or concepts to be used in the communication at issue, and are trained on the role of an interpreter and translator, the ethics of interpreting and translating, and the need to maintain confidentiality.
- It is not sufficient for the staff merely to be bilingual. For example, a staff member who is bilingual may be able to communicate directly with limited English proficient parents in a different language but may not be competent to interpret in and out of that language, or to translate documents.



Our school serves a diverse population of multilingual learners. Our schools review demographic data often to ensure families are receiving communication in their primary language.

California Education Code 48985(a) states that:

"If 15 percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of grades 1 to 12, inclusive, speak a single primary language other than English, as determined from the census data submitted to the department pursuant to Section 52164 in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language."



Translation Services

Our school has contracted with an over the phone interpreting service, Certified Languages International (CLI). The service provides interpreters in over 200 languages. This service allows teachers and other staff to communicate with LEP parents.

The Director of Categorical Programs collaborates annually with the department directors as necessary to identify vital written documents that need to be translated into the language of each frequently encountered LEP parent group eligible to be served and/or likely to be affected by the school's program or activities, as well as other languages as necessary.

Notification of Language Assistance Services

Schools must notify LEP parents and all school staff of the availability of free language assistance services with respect to information about school programs and activities (e.g., online/digital and "in person" or telephone-based orientation sessions, parent-teacher conferences, meetings with school staff, special education or other meetings about disability, learning coach activities, etc.). The notification(s) should include information about how to access the services and will identify a school contact person (e.g. ELD Lead Teacher/Specialist) who can assist LEP parents in accessing interpreter services or translated documents.

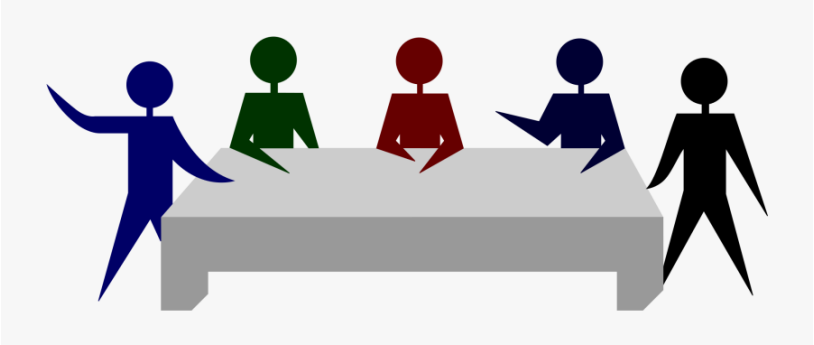
The notification of Language Assistance Services will be published in/on:

- ✓ the school's website;
- ✓ the student and parent handbooks;
- ✓ all school newsletters or other general communications;
- ✓ general contact information in advertisements or other contacts relating to enrollment/admissions.

➔ See Appendix C for any documents referenced above: APPENDIX C

ROLE OF ADVISORY COMMITTEES

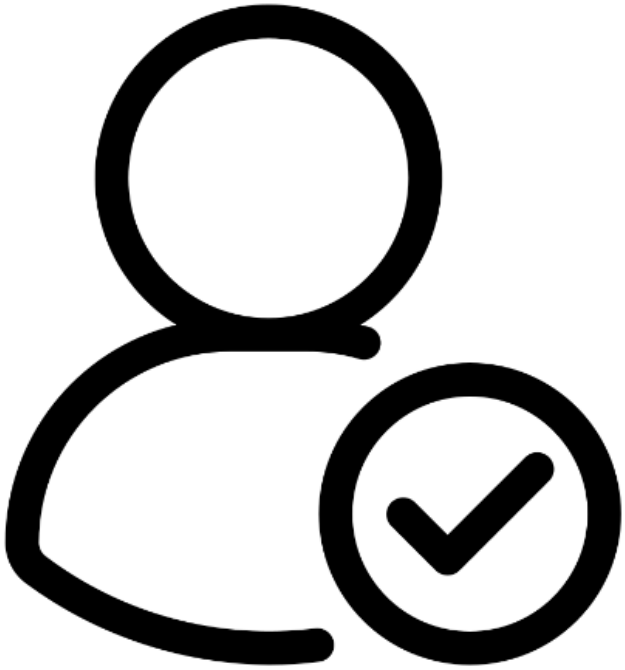
An English Learner Advisory Committee (ELAC) is a school-level committee composed of parents, staff, and community members designated to advise school officials on English learner programs and services. A school site with 21 or more English learners (ELs) must have a functioning ELAC. The ELAC shall be responsible for assisting in the development of the schoolwide needs assessment and ways to make parents aware of the importance of regular school attendance. The ELAC shall advise the principal and staff in the development of a site plan for ELs and submit the plan for consideration for inclusion in the Local Control Accountability Plan (LCAP).



A District English Learner Advisory Committee (DELAC) is a district-level English Learner Advisory Committee. Since our charter school is a single school district, therefore the ELAC and DELAC are combined when there are 51 or more ELs in the school. In addition to the ELAC responsibilities above, the DLAC shall be responsibility for the following; the development of a master plan for education programs and services for English learners, the establishment of program, goals, and objectives for programs and services for EL, the development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements, and review and comment on the reclassification procedures and on the written notifications required to be sent to parents and guardians. The DELAC should share out all gathered information to the school board.

Our school's ELAC/DELAC meets once per quarter on Zoom. A public notice and agenda for each meeting are posted on our school website, our school's communication, and social media platforms, and emailed directly to each parent/guardian of an English learner in advance of the meeting. Robert's Rules of Order are followed during all ELAC/DELAC meetings, and meeting recordings and official minutes are posted at the end of each meeting.

→ See Appendix C for any documents referenced above: APPENDIX C



CHAPTER 4:

Accountability

COMPONENT 9: ASSESSMENT AND STUDENT MONITORING

Rationale: A comprehensive assessment program includes both formative and summative language and content area assessments, as well as a system for educators to monitor individual student progress. Summative English language proficiency and content standards assessments give us a snapshot of how students are performing in relation to the English language development (ELD) and grade-level standards, once a year. Language assessments give us significant data that allows us to evaluate student progress in the development of a second language, given the expectation of a minimum of one level of growth per year.

Content standards summative assessments provide data to compare subgroups, thus analyzing whether gaps among student groups are widening, decreasing or maintaining. However, these summative assessments do not provide the type of information that formative assessments can offer, namely the opportunity to plan, act and intervene in a timely manner to improve student learning. The EL Master Plan is a guiding document that clarifies and systematizes the way EL student learning is monitored and addressed.

CONTENT OVERVIEW

- Comprehensive Assessment Program
- Reclassification Criteria and Processes

The assessment and student monitoring chapter of the EL Master Plan is aligned with the following principles of the California English Learner Roadmap.

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Assessment and Student Monitoring	▪ **Principle 3:** System Conditions that Support Effectiveness ▪ **Principle 4:** Alignment and Articulation within and Across Systems	**3A.** Leadership **3C.** Assessments **4A.** Alignment and Articulation **4C.** Coherency

ANNUAL SUMMATIVE ASSESSMENT PROGRAM

This section provides information about state and school assessments used to assess English Learner's academic and linguistic progress.

ACADEMIC ASSESSMENTS USED TO ASSESS STUDENTS' BASIC SKILLS PROFICIENCY

The California Assessment of Student Performance and Progress (CAASPP) is designed to assess English Language Arts (ELA) and Mathematics performance in grades 3-8 and grade 11, using the Smarter Balanced Assessment Consortium (SBAC) summative assessments. State-mandated assessments are taken by all students regardless of their language classification. However, English Learners who have been in the United States for less than 12 months are exempt from taking the ELA portion of the CAASPP assessment. The California Alternate Assessments (CAAs) for English Language Arts and Mathematics are available in grades 3-8 and grade 11, to students with disabilities when it is indicated in the student's Individualized Education Program (IEP).

The school-adopted summative assessments are administered throughout the year to monitor students' academic progress in reading and mathematics using Star 360 Assessments. Core Curriculum assessments are taken in English-by-English Learners in Structured English Immersion (SEI).

Special Circumstance:

Students in grades 3-8 and 11 will take the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics. A student may be exempted from taking the ELA portion of the Smarter Balanced assessment if the student has been designated as an English learner and is within his or her first 12 months of enrollment in a U.S. school as of April 15 of the previous year.

CALIFORNIA'S ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS

Our school is required by state and federal law (California Education Code [EC] 313 and 60810) to administer an annual assessment of progress in English Language Proficiency for all students who have been previously identified as English Learners. The current English Language Proficiency state-approved assessment is the English Language- Proficiency Assessments of California (ELPAC) and is aligned to the CA 2012 ELD standards. The ELPAC assesses students' language development in listening, speaking, reading, and writing. These assessments monitor English language proficiency for students participating in English Language Development programs to ensure each student is on target to meet state proficiency-growth expectations. The Alternate English Language Proficiency Assessments for California (ELPAC) is designed for students with the most significant cognitive disabilities who are English learners, this test is administered to students with disabilities when it is indicated in the student's Individualized Education Program (IEP).



➔ For more information on the California Assessment of Student Performance and Progress (CAASPP), please visit: https://www.caaspp.org/administration/about/smarter-balanced/ OR https://www.cde.ca.gov/ta/tg/ca/

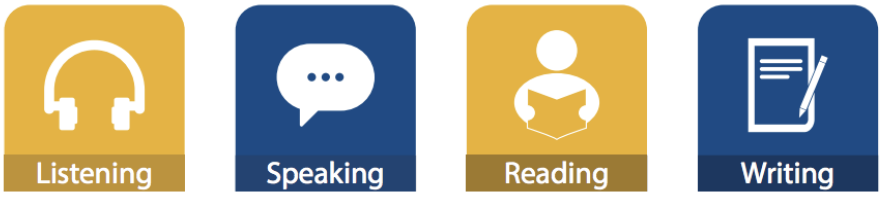
SUMMATIVE ELPAC:
ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA

Our school must annually assess the English language proficiency (ELP) and academic progress of each identified English learner using assessments such as the Summative ELPAC.

The Summative ELPAC administration window is open from February 1 through May 31. It must be administered to all English learners during this window.

The Summative Assessment is given only to students in grades K–12 who have been identified as English learners. These students will take the assessment every year until they are reclassified as Fluent English Proficient (RFEP).

The purpose of the Summative ELPAC is to measure progress toward English proficiency, to help inform proper educational placements, and to help determine if a student is ready to be reclassified. This is important when ensuring that students continue to receive the supports that they need to do well in school. The Summative ELPAC measures how well English learners are progressing with language development in each of the four domains:



The Summative ELPAC task types are aligned with the 2012 California English Language Development (ELD) standards.

The Summative ELPAC is a Computer-Based Assessment administered in seven grade spans: K, 1, 2, 3–5, 6–8, and 9–10, 11-12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test can be administered in groups, except for the speaking domain which is assessed one-on-one.

When administering any Summative ELPAC assessment to a student with a disability, the district shall provide designated supports or accommodations, in accordance with the student's individualized education program (IEP) or Section 504 plan. If the IEP or 504 plan specifies that there are no appropriate accommodations for assessment in one or more of the domains (listening, speaking, reading, or writing), the student must be assessed in the remaining domains in which it is possible to assess the student.

The Summative ELPAC is untimed. Testing times will vary depending upon the grade level, domain, and individual student. Estimated testing times can be found here. The speaking domain of the Summative ELPAC is one-on-one and scored in real time.

While California's English Language Development Standards (2012) designate three proficiency levels (Emerging, Expanding, and Bridging), the Summative ELPAC Assessment measures the four levels as listed above. Students will receive an overall score identifying their English proficiency level once they take the Summative Assessment. Students will also receive sub-scores listing the proficiency levels for each test component: speaking, listening, reading, writing, and listening.

ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels:

Level 1	English learners at this level have **minimally developed** oral (listening & speaking) and written (reading & writing) English skills. 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. This test performance level corresponds to the "Emerging" proficiency level, as described in the 2012 ELD Standards.
Level 2	English learners at this level have **somewhat developed** oral (listening & speaking) and written (reading & writing) skills. 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. This test performance level corresponds to the mid- to low range of the "Expanding" proficiency level, as described in the 2012 ELD Standards.
Level 3	English learners at this level have **moderately developed** oral (listening & speaking) and written (reading & writing) skills. 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. This test performance level corresponds to the lower range of the "Bridging" proficiency level through the upper range of the "Expanding" proficiency level, as described in the 2012 ELD Standards.
Level 4	English learners at this level have **well developed** oral (listening & speaking) and written (reading & writing) skills. 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 in less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level, as described in the 2012 ELD Standards.

For more information about the Summative ELPAC, please visit https://www.elpac.org/.
➔ Informational videos are available for parents/guardians in English & Spanish.
➔ Sample score reports & other parent resources: https://elpac.startingsmarter.org/

ALTERNATE ELPAC

The Summative ELPAC has been designed so that students, including many of those with special needs, can successfully participate in the test and demonstrate what they know and can do. As a result, the test includes accessibility resources (referred to as "Matrix 4") that address visual, auditory, and physical access barriers. However, the Summative ELPAC may still not be appropriate for all students with special needs. Students with significant cognitive disabilities whose native language is other than English may be eligible to take the Alternate Initial ELPAC.

The Summative Alternate ELPAC will provide information on student annual progress toward proficiency and support decisions for students to be reclassified fluent English proficient (RFEP).

The Alternate ELPAC is aligned to the ELD Connectors found in the blueprints. The ELD Connectors provide an aligned expectation of student English language proficiency that has been reduced in depth, breadth, and complexity in order to be appropriate for students with the most significant cognitive disabilities.

Alternate ELPAC General Performance Level Descriptors:

Fluent English Proficient	• Students at this level have *sufficient* English language proficiency. • They may need *occasional* linguistic support to enable them to access adapted grade-level content in English.
Intermediate English Learner	• Students at this level have *moderate* English language proficiency. • They may need *frequent* linguistic support to enable them to access adapted grade-level content in English.
Novice English Learner	• Students at this level have *minimal* English language proficiency. • They need *substantial* linguistic support to enable them to access adapted grade-level content in English.

Special Circumstance:
EL students newly enrolled in a California school who have a language other than English on the Home Language Survey (HLS) during February 1 to May 31 may need to take BOTH the Initial ELPAC and the Summative ELPAC. If newly enrolled students are designated as English learners after taking the Initial ELPAC, they are required to take the Summative ELPAC as well. After May 31 until June 30, EL students newly enrolled in California school who have a language other than English on the Home Language Survey (HLS) will take ONLY the Initial ELPAC.

Student Assessment Results:
Student assessment results are available in electronic form and can be located on the student's dashboard in the Parent Portal. The student data is used for several purposes including instructional planning and monitoring student progress towards reclassification. Teachers use core curriculum assessments to review student progress for planning differentiated instruction and providing linguistic accommodations. ELPAC

data and curriculum assessment results are used for student placement in ELD courses. Teachers use formative assessments in ELD to identify areas of progress and instructional accommodations to meet individual student needs. CAASPP and Star 360 scores in ELA, reading and mathematics are used to identify students in need of interventions. General and special education teams and ELD Department teams regularly meet to review student data and plan instruction accordingly.



➔ For more information and updates or access to the blueprints, please visit the Alternate ELPAC website: https://www.elpac.org/test-administration/alternate/

➔ See Appendix C for any documents referenced above: APPENDIX C

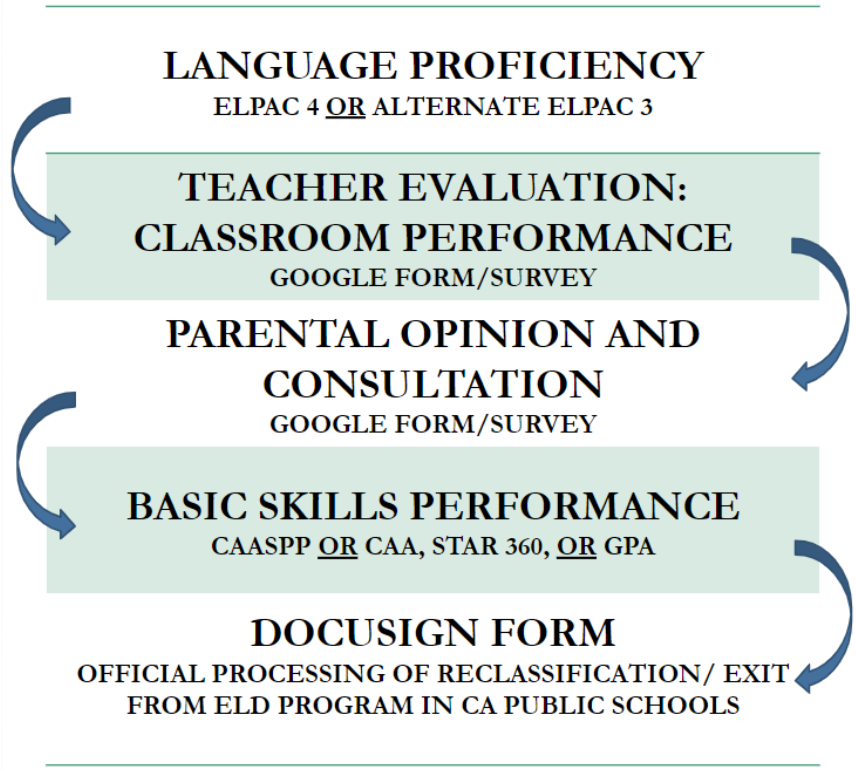
RECLASSIFICATION CRITERIA AND PROCESSES

RECLASSIFICATION AND PROGRAM EXIT CRITERIA

The purpose of the reclassification process is to document when an English learner has demonstrated sufficient proficiency to be reclassified as fluent English proficient (RFEP). The ultimate goal of our ELD program is for all English learners to reach or exceed the level of proficiency and basic skills compared to their native English-speaking peers.

Once the Summative ELPAC results are received, the reclassification process can begin for kindergarten through 12th grade students. Teachers, school administrators, support staff, parents, and students all participate in the reclassification process. The factors for reclassification are English language proficiency, performance in basic skills, teacher evaluation, parent opinion and consultation.

In order to change an English learner's classification from English Learner (EL) to Fluent English Proficient (FEP) the school must go through a reclassification process. The factors for reclassification are English language proficiency, performance in basic skills, teacher evaluation, parent opinion and consultation.



Annually, parents will be notified of the board-approved reclassification criteria for EL students. Parents have a legal right to participate in the reclassification process. Reasonable attempts to contact parents regarding their opinion and consultation must be documented on the English Learner Reclassification Form.

RECLASSIFICATION CRITERIA FOR ENGLISH LEARNERS
BOARD APPROVED (NOVEMBER 2022)

Reclassification Criteria

1. Demonstration of English Language Proficiency
    - o Grades K-12: Summative ELPAC overall score of performance level 4 (well developed)

    or

    - o Grades K-12: Summative ***Alternate*** ELPAC overall score of performance level 3 (fluent English proficient)

2. Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery.
    - o Language arts course is at or above grade level, and
        - ▪ student is consistently demonstrating proficiency of grade level standards, OR
        - ▪ grade of C or better OR
    - o Special Circumstances:
        - ▪ If a student is not enrolled in a language arts course at the time of reclassification consideration, a teacher evaluation will be conducted from a different core content course.
        - ▪ A core content course evaluation *alone* will not preclude a student *with unique needs* from demonstrating readiness for reclassification.

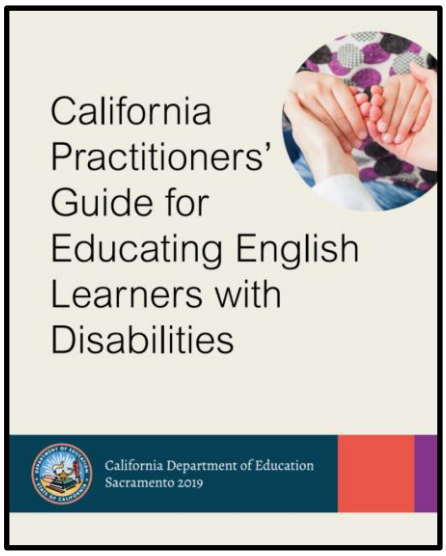
3. Parental opinion and consultation.
    - o Parents will provide input during the reclassification process.

4. Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age.
    - o Star 360 Reading Assessment of Above, At, or On Watch; OR
    - o Smarter Balanced Assessment level of 2.5 (scaled score mid-way between standard nearly met and standard met), OR
    - o California Alternate Assessment level of 2.5 (score mid-way between foundational understanding and understanding); OR
- High school GPA of 2.0 or above

Once a student is reclassified, they will have full access to the mainstream curriculum with or without the use of universal tools (Assistive technology) available to all students. The student will be monitored for four years to ensure they are keeping up with their mainstream peers through bi-yearly review of classroom, test, and overall academic performance.

RECLASSIFICATION OF ENGLISH LEARNERS WITH DISABILITIES

Under current state law, all English learners must participate in the annual administration of the ELPAC until they are reclassified as Fluent English Proficient (RFEP). This means ALL students, including English learners with disabilities.



The reclassification process is based on guidelines approved by the State Board of Education and recommendations listed in the California Practitioners' Guide for Educating English Learners with Disabilities. Pupil Services and the EL Services Department will continue to use this guidance document to provide additional professional development for EL Site Contacts and Individualized Education Program (IEP) team members to better support our English learners with disabilities.

Our school is equipped to provide ELs with IEPs with linguistically appropriate programs and support services to meet their unique needs. English learners with disabilities, including those with severe cognitive disabilities, will be provided the same opportunities to be reclassified as students without disabilities. Our school utilizes multiple measures and criteria in determining whether a student has acquired sufficient English skills to perform successfully in academic subjects and meet IEP goals without ELD support.

Considering all guidelines, criteria, resources, and the individual needs of each English Learner with an IEP, the IEP or 504 team will determine the following:

- Appropriate measures of English language proficiency (ELP).
    a. The Alternate ELPAC is available to assess ELs with significant cognitive disabilities;
    b. Appropriate measures of performance in basic skills.
- Appropriate designated supports or accommodations.
- Minimum levels of proficiency that would be equivalent to an English proficient peer with similar disabilities in accordance with district reclassification policies.

In accordance with federal and state law, the IEP team may address the individual needs of each English learner with a disability using multiple measures referenced in the board-approved reclassification criteria.







Reclassified to Fluent English Proficient (RFEP) students State and federal laws require LEAs to monitor students who have exited EL status for a period of four years after they have RFEP status (20 United States Code Section 6841[a][4][5]; Title 5 California Code of Regulations [5 CCR] Section 11304). After students have exited an EL program through the locally approved reclassification process, LEAs must monitor the academic progress of those RFEP students for at least four years to ensure that:

- The students have not been prematurely exited;
- Any academic deficit they incurred as a result of learning English has been remedied; and
- The students are meaningfully participating in the standard instructional program comparable to their English-only peers.

ELD Department administrators, ELD Specialists, teachers and /or case managers collaborate to complete the forms and ensure that supports are in place if needed. The RFEP Monitoring forms are stored in the student's cumulative file.

During this monitoring time, schools ensure RFEP students have met the same academic achievement goals set for all students. If these students do not yet meet these goals, intervention and support is to be provided. According to the California Department of Education, these services are not dependent on specialized funds.



➔ Download a copy of the CA Practitioners' Guide to Educating English Learners with Disabilities to explore additional guidance, student scenarios, and Frequently Asked Questions (FAQs): https://drive.google.com/file/d/1nhDl-EkZn9BBxjVuIkDu2aVRGkqWwFuW/view

➔ Learn more about the Alternate ELPAC or Accessibility Resources for California state assessments.

➔ For more information on Non-Regulatory Guidance, please visit: https://drive.google.com/file/d/1nhDl-EkZn9BBxjVuIkDu2aVRGkqWwFuW/view

➔ For more information on California's monitoring of reclassified students, please visit: https://www.cde.ca.gov/sp/el/rd/reclassified122019.asp

➔ See Appendix D for any documents referenced above: APPENDIX D

COMPONENT 10: PROGRAM MONITORING AND EVALUATION

Rationale: Local education agencies (LEAs) and school leaders are responsible for evaluating the effectiveness of language acquisition, academic and other programs for ELs. The EL Master Plan provides an opportunity to define and describe the types of programs available, as well as the full range of access. LEAs must also meaningfully engage educational partners in addressing research, federal and state policies to inform the processes for analyzing the effectiveness and improvement of comprehensive programs for ELs, including how to equitably allocate resources as required by the Local Control Funding Formula and the Local Control and Accountability Plans.

CONTENT OVERVIEW

- English Learner Program Evaluation
- Federal Program Monitoring
- Goal Setting & Accountability
- Funding

The program monitoring and evaluation component of the EL Master Plan is aligned with the following principles of the California EL Roadmap (ELR).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Program Monitoring and Evaluation	▪ **Principle 3:** System Conditions that Support Effectiveness ▪ **Principle 4:** Alignment and Articulation within and Across Systems	**3A.** Leadership **3B.** Adequate Resources **3C.** Assessments **4A.** Alignment and Articulation **4C.** Coherency

ENGLISH LEARNER PROGRAM EVALUATION

ANNUAL PROGRAM EVALUATION

All Local education agencies (LEAs) shall prepare an annual evaluation of its English learner (EL) program(s). This evaluation may be part of the annual evaluation process in compliance with the Consolidated Application.

Ongoing assessment will determine continued EL identification and movement from level to level within the EL program. ELs participate in statewide English language proficiency assessments, state assessments, and school achievement assessments as well as classroom assessments in English language development, reading, math, science and social studies.

Schools will annually analyze outcomes and program services for English learners. The process will focus on the attainment of linguistic and academic standards for EL students as well as to identify potential issues regarding instructional programs for EL by: Assembling Data and program information on EL student performance; Presenting assembled data for analysis and providing survey items for the school to rate itself on key dimensions. This information serves as another data source to discern the strengths and weaknesses of the school's English language development program.

1. Assemble the following data for the past 3 years.
    - Number & percentage of EL
    - Percentage of EL Students Who Made Progress Towards English Proficiency
    - Percentage of EL Students Who Were Reclassified
    - Percentage of long-term English learners (LTELs)
    - Percentage of students "at-risk" of becoming LTELs
    - SBAC Reading & Math Proficient & Advanced (at/above grade level) Grades 3-8, 11 for English Learners compared to all students
    - Chronic Absenteeism Rate for EL compared to all students
2. Review and reflect on the data with school educational partners.
3. Discuss the trends observed over time.
    - Identify question(s) that need to be investigated further.
    - Identify students' challenges and needs.
    - Identify how the needs can be addressed.
    - The annual program review is part of the Local Control Accountability Plan (LCAP) process.



➔ To view our school's Local Control Accountability Plan (LCAP), please visit: https://fw.unitymg.com/rdr/D:2985.

➔ See Appendix D for any documents referenced above: APPENDIX D

FEDERAL PROGRAM MONITORING

FEDERAL PROGRAM MONITORING (FPM)

Local education agencies (LEAs) that receive federal funding for certain programs, may be selected for a review by the state. The purpose of this Federal Program Monitoring (FPM) process is to ensure that all LEAs are meeting all federal legal requirements. Below is a list of the program components that are reviewed.



I – Involvement
- EL 1: English Learner Advisory Committee (ELAC)
- EL 2: District English Learner Advisory Committee (DELAC)

II – Governance & Administration
- EL 3: English Learner Identification & Assessment
- EL 4: Implement, Monitor, & Revise Title III Plan
- EL 5: EL Program in the SPSA (Schoolwide)
- EL 6: Title III Inventory

III – Funding
- EL 7: Supplement, Not Supplant, with Title III
- EL 8: Time & Effort Requirements (Title I & III)

IV – Standards, Assessment, and Accountability
- EL 9: Evaluation of Title III-Funded Services & Programs
- EL 10: Reclassification

V – Staffing and Professional Development
- EL 11: Teacher EL Authorization
- EL 12: Professional Development Specific to English Learners

VI – Opportunity and Equal Educational Access
- EL 13: Language Acquisition Program Options & Parent Choice

VII – Teaching & Learning
- EL 14: English Language Development (ELD)
- EL 15: Access to Standard Instructional Program

➔ For more information on Federal Program Monitoring (FPM), https://www.cde.ca.gov/ta/cr/.

GOAL SETTING & ACCOUNTABILITY

GOAL SETTING & ACCOUNTABILITY

School leaders and the English language development department will use the self-reflection rubrics to evaluate and monitor the implementation and progress toward accomplishing English Learner program goals. The rubrics are aligned with the four principles of the California EL Roadmap:



California Department of Education (2018) Site/District: (Add site name)

English Learner Roadmap Self-Reflection Rubric

School and district teams can use this self-reflection tool to engage in dialogue, to assess current status in enacting the English Learner (EL) Roadmap Principles, and to identify areas needing improvement.

Principle #1: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different EL strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

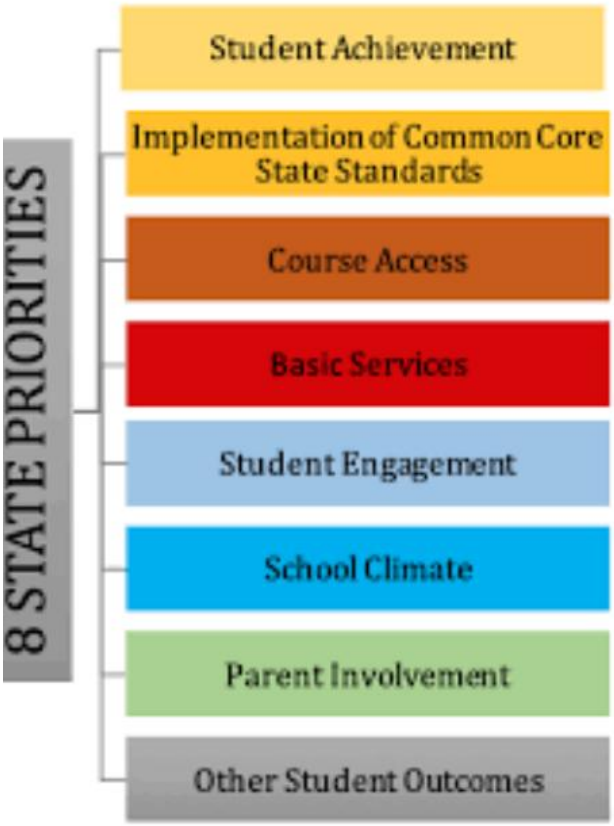
Element	1 Minimally or Not at All Responsive	2 Somewhat Responsive	3 Responsive	4 Very Responsive	Strengths? Next steps? SPSA/LCAP Planning?
1-A. The **languages and cultures** English learners bring to their education are **assets** for their own learning and are important contributions to learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.	School is monolingual focused with little visibility of language diversity or cultural diversity. There is little or no evidence of programs or instructional support for developing bilingualism.	School affirms language and cultural diversity as a general concept (for example, in mission statements); some teachers may include culturally responsive approaches in teaching.	School has some programs and aspects of culturally/ linguistically responsive instruction in place. Multilingual programs are available for some students.	School is multilingual focused and dedicated to a culturally responsive pedagogy and climate for all students. School has multilingual programs, materials, and celebrations. School engages students in many opportunities to build proficiency in multiple languages.	Notes or reflection:

→ See Appendix D for any documents referenced above: APPENDIX D

FUNDING

FUNDING

The school provides base general funds that support highly qualified first instruction for all students. For English Learners, additional supplemental funds are used to focus on the school's goals of increasing language acquisition and academic achievement. In addition, resources are available to provide each English learner with learning opportunities in an appropriate program, including English language development and core curriculum.



The additional support will include monies that focus on the English Learner's language acquisition proficiency and academic success equal to an average native English speaker. The school receives Local Control Funding Formula/Supplemental Funds based on the number of ELs from the current year. The funds may be spent for supplemental services and materials including, but not limited to; professional development, supplementary materials, bilingual classified staff, parent engagement programs, and extended learning.

The Local Control Accountability Plan (LCAP) is a critical part of the Local Control Funding Formula (LCFF). Each Local education agency (LEA) must engage parents, educators, employees, and the community to establish these plans. The plan describes the LEA's overall vision for students, annual goals, and specific actions to be taken to achieve the vision and goals. The LCAP must focus on **eight areas identified as priorities** set by the state of California and the English Learner Roadmap's four interrelated principles.

➔ To view our school's Local Control Accountability Plan (LCAP), please visit: https://fw.unitymg.com/rdr/D:2985

APPENDIX

APPENDIX A

CHAPTER 1: EQUITABLE, COHERENT, AND SUSTAINABLE SYSTEMS

- Component #1 – Commitment and Purpose
- Component #2 – Responding to Diverse Learners
- Component #3 – Program Options
- Component #4 – Staffing

APPENDIX B

CHAPTER 2: EQUITY-DRIVEN PROCESSES, EVIDENCE-BASED PROGRAMS AND PRACTICES

- Component #5 – Access to Core Curriculum
- Component #6 – English Language Development
- Component #7 – Professional Learning

APPENDIX C

CHAPTER 3: FAMILY-COMMUNITY ENGAGEMENT

- Component #8 – Family-School Partnerships

APPENDIX D

CHAPTER 4: ACCOUNTABILITY

Component #9 – Assessment and Student Monitoring
Component #10 – Program Monitoring and Evaluation

