ORIGINAL

AGENDA
REGULAR MEETING
BOARD OF DIRECTORS
iQ Academy California-Los Angeles
September 13, 2023
4:00 P.M.
Primary Location:
Zoom Meeting: https://zoom.us/j/6666524076
Conference call: (669) 900-9128
Meeting ID: 666 652 4076

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 iQ Academy Office (805) 581-0202.

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 iQ Academy Office (805) 581-0202 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.

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. When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.

6. 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 of 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 appropriate alternative modification of the agenda in order participate in Board meetings are invited to contact iQ Academy California- Los Angeles office at (805)581-0202.

I. PRELIMINARY

A. CALL TO ORDER

Meeting was called to order by the Board Chair at _4:04__P.M.

B. ROLL CALL

	Present	Absent
Dr. Brian Huff	__X___	_____
Dr. Julie Mendoza (President)	__X___	_____
Mr. Ben Pace (Treasurer)	__X___	_____

C. FLAG SALUTE

- Nick led

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.

B. For Information: Director's Report

This is a presentation of information which has occurred since the previous Board meeting.

- Enrollment is currently at 1317; 597 in Elem., 314 in MS, and 406 in HS
- Incoming approved enrollment is at 89 with 109 pending enrollment
- Every year the school conducts a needs assessment based on the data we can collect and review from the prior year. This includes State Dashboard Metric reviews, teacher standards tracking, attendance, compliance actions and withdrawal data, intervention program outcomes, reregistration rates, family satisfaction data.
- Internal measurement based on raw CAASPP data: Small decrease in proficiency on the CAASPP assessment
- Slight increase in chronic absenteeism +3% YOY
- Slight decrease in attendance rates of 1.6%
- Increase in graduation rate: 85%
- Internal measurement: Family satisfaction - We saw trends of dissatisfaction from families last year that periodically recovered and moved to other grade bands as the year progressed. This decrease overall was at -10% YOY comparing our survey 1 to survey 1 data. One thing to note here is this data tends to suggest what the families first impression of the school is. Survey data from subsequent surveys (we do 7 of them) showed recovery of satisfaction in each grade band as the year progressed but response rates to these surveys was far lower compared to survey one.

- This data has informed summer projects that were purpose built to address the decreases we observed in the data.
- Creating perspective alignment and accountability between instruction, scope and sequence in courses, essential/priority standards, curriculum mapping, and support and special education services. This project will result in all teachers having data informed plans, resources, and guidance for each grade level so that

teacher plans reflect the learning needs of students from both CAASPP and STAR assessment data suggests as needs.
- The same exercise was also done for late start students, by cohort, to create better alignment with their needs and have alternative plans/resources/guidance that prioritize learning needs based on prior year data.
- Creating a new engagement department called IQ connect to replace our old shared service COMPASS program. IQ Connect will be building out year long onboarding and engagement supports that work off of key performance metrics that relate to engagement, survey response data, retention, withdrawal, attendance, live instruction attendance. The differences are about aligning this support to be proactive vs reactive (teacher referrals).
- Creating new training audits to be sure that all teachers have not just completed listed trainings but have additional live training supports brought in if they have need.
- Revising our substitute process so that all administrative staff are eligible to step into the classroom when a teacher is out. We have increased our roving subs at the school to 3 and our goal for 23-24 is to have zero cancelled classes in academic classes.
- Using a new program called quick schools to provide better conflict free scheduling for student instruction. Right now, we are rolling this out for High school and also attempting integration with Special Education and the middle school. This program will also improve the administrative process for assigning students to classes. We hired a scheduler whose job it will be to have daily updates to student's instructional schedules and invite students on behalf of teachers. This should drastically improve the turnaround for late start students to receive the invites to their content classes.

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

D. Approval of Previous Board Meeting Minutes
Moved: Julie
2nd: Brian

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.

IV. SCHEDULED FOR ACTION

A. BUSINESS

FY 2022-23 Unaudited Actual Revenue and Expenditure Report — BDRPT 01
- No questions asked.

APPROVED

Ratification of Disbursements — BDRPT 02
- Rowland Unified School District is iQ's district authorizer. This is an annual fee. K12 management provides curriculum, materials, and student laptops. This is a portion of the annual cost based on invoice credits and cash left over.

APPROVED

East San Gabriel Valley SELPA 2023-24 Local Plan Approval — BDRPT 05
- No questions asked.

APPROVED

Consolidated Application — BDRPT 09
- No questions asked.

APPROVED

B. PERSONNEL

2023-24 Employment Agreements and Terminations — BDRPT 03
- No questions asked.

APPROVED

Employee Handbook — BDRPT 04
- Teachers have reviewed this handbook in the past. No major changes were made.

APPROVED

C. INSTRUCTION AND CURRICULUM

Parent Student Handbook for 2023-2024 School Year — BDRPT 07
- No questions asked.

APPROVED

Uniform Complaint Procedures Updates — BDRPT 08
- No questions asked. Update due to Ed Code change.

D. PUPIL SERVICES

None

V. ITEMS SCHEDULED FOR INFORMATION

None

VI. ADJOURNMENT

The meeting was adjourned at 4:59 P.M.



IQ Academy California Los Angeles
End of Year Report
2023-2024

IQ Academy California Los Angeles
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Our Missing and Vision Statements

Mission: The mission of IQ Academy California-Los Angeles is to provide an individualized standards-based education to students throughout the counties of Los Angeles, San Bernardino, Kern, Orange, Ventura with an excellent education, grounded in high academic standards, which will help them to achieve their full academic and social potential. iQ Academy California – Los Angeles believes that all students deserve access to an education which prepares them for a successful future.

Vision: IQ Academy California-Los Angeles envisions providing students a high quality, technology-based learning program with innovative teaching methods. The instructional model engages 21st Century learning skills in order to create self-motivated, competent, globally connected, life-long learners who will participate effectively in society. Students will achieve their individual potential through innovative, socially connected, and student-focused education.

Schoolwide Learner Outcomes

School Theme: HATS Off to Learning! Habits, Attitude, Teamwork, Success

At iQ Academy, we support 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.

Local Control and Accountability Goals

- Goal 1: Increase student achievement for all students including unduplicated populations.
- Goal 2: Through inclusion of all school stakeholders, promote a respectful school culture which values academic excellence and social-emotional health for all students.
- Goal 3: All pupils will have access to a rigorous, broad based course of study, taught by fully credentialed and appropriately assigned teachers
- Goal 4: Focus Goal: Decreasing Chronic Absenteeism.

Program Highlights

WASC Update

IQ academy had a successful visit with the visiting committee in November of last year. The outcome of the visit was a 6-year renewal of our school as a WASC accredited public school. During the visit the school program was rated as highly effective or effective in 18 of 20 domains that were reviewed. The two areas the WASC committee notes as areas the school can improve on is the Vision and Purpose and the Governance section, with specific comments being;

Vision and Purpose:

- While a clear vision and purpose of the school supports high achievement for all students an unclear connection from the Schoolwide Learner Outcomes (SLO) exists to teaching and learning at the school. Students, parents, and staff were not able to speak to how the student learner outcomes (HATS Off to Learning!) serve as a "formalized measurable and quantifiable connection to the curriculum, instruction, assessment, and culture", as recommended by the 2016 visiting committee during the WASC mid-cycle review.

Governance:

- Based on conversations with the Board member present during the visit and staff comments in the self-study, more Board training is needed to ensure every Board member can speak to the governance structure, the LCAP, and school needs.

The school has been developing plans for additional board training opportunities for the 23-24 school year, this will include board member professional development from school's legal counsel YMC as well as other PD opportunities that are identified over the school year.

The school will also be focusing on creating more robust alignment in the 23-24 school year with the goal of having our outreach to students, parents, and staff determine how to better align the SLO to the existing school culture initiatives as well as the academic programs.

Summer Projects Report

Every year the school conducts a needs assessment based on the data we can collect and review from the prior year. This data includes.

- State Dashboard Metric reviews: While CAASPP Assessment Data and other state dashboard metrics are usually unavailable in the first months of a school year, we are able to get raw data from CAASPP and extrapolate out increases or decreases in those state dashboard metrics based on internal tracking. This includes chronic absenteeism, graduation rate, CCI indicator, and ELD progress.

- Teacher standards tracking – which are in-year tracking of standards level progress of students observed in the asynchronous classroom as well as live instruction.
- Attendance
- Compliance actions and withdrawal data
- Intervention program outcomes
- Reregistration rates
- Family Satisfaction

Conclusions and insights related to this data inform our summer projects and planning for the 23-24 school year. Some trends that were observed that required planning modifications are noted below:

- Internal measurement based on raw CAASPP data: Decrease in proficiency on the CAASPP assessment:
    - ELA saw a decrease overall of 6% YOY
    - Math saw a decrease of 2% YOY
    - Science saw a decrease of 8% YOY
- Internal measurement: Increase in Chronic absenteeism - +3% YOY
- Attendance Rates: Decrease of 1.6% in overall attendance rates
- Internal measurement: Graduation rate of 86%
- Internal measurement: Family satisfaction - We saw trends of dissatisfaction from families last year that periodically recovered and moved to other grade bands as the year progressed. This decrease overall was at -10% YOY comparing our survey 1 to survey 1 data. One thing to note here is this data tends to suggest what the families first impression of the school is. Survey data from subsequent surveys (we do 7 of them) showed recovery of satisfaction in each grade band as the year progressed but response rates to these surveys was far lower compared to survey one.
- Re-Registration rates saw a -3% decrease YOY at 78%.

This data has informed summer projects that were purpose built to address the decreases we observed in the data. These summer projects included:

- Creating prescriptive alignment and accountability between instruction, scope and sequence in courses, essential/priority standards, curriculum mapping, and support and special education services. This project will result in all teachers having data informed plans, resources, and guidance for each grade level so that teacher plans reflect the learning needs of students from both CAASPP and STAR assessment data.
    - We designed our 2-day professional development in August to support training and delivery of these resources/expectations.

- The same exercise was also done for late start students, by cohort, to create better alignment with their needs and have alternative plans/resources/guidance that prioritize learning needs based on prior year data.
- Creating a new engagement department called IQ connect to replace our old shared service COMPASS program. IQ Connect will be building out yearlong onboarding and engagement supports that work off of key performance metrics that relate to engagement, retention, withdrawal, and attendance.
    - This program will also include in-house supports for Foster and MKV students.
- Creating new training audits to be sure that all teachers have not just completed listed trainings but have additional live training supports brought in if they have need throughout the year.
- Integration of generative artificial intelligence workshops throughout the year to find ways to leverage this new technology for staff and create new efficiencies in expected job duties.
- Revising our substitute process so that all administrative staff are eligible to step into the classroom when a teacher is out. Our goal for 23-24 is to have zero cancelled classes.
- Using a new program called quick schools to provide better conflict free scheduling for student instruction. Right now, we are rolling this out for High school and also attempting integration with Special Education and the middle school. This program will also improve the administrative process for assigning students to classes. We hired a scheduler whose job it will be to have daily updates to student's instructional schedules and invite students on behalf of teachers. This should drastically improve the turnaround for late start students to receive the invites to their content classes.

Student Population

Fall (Last day of Enrollment December 5th)

Grade Level	Student Numbers
TK	17
K	95
1	92
2	100
3	90
4	103
5	102
6	112
7	124
8	130
9	104
10	121
11	118
12	95
Grand Total	1403

Spring (Last day of Enrollment March 6th)

Grade Level	Student Numbers
TK	17
K	98
1	114
2	107
3	101
4	107
5	109
6	117
7	145
8	142
9	136
10	147
11	128
12	94
Grand Total	1562

Reregistration Rates

Data is a snapshot of the current status as of the end of our 2022-2023 school year (June 10th, 2022). For families that remain undecided we continued to follow up with them through July to confirm their choice.

Category	Number	Percentage
Total Students	1454	100%
Registering	1137	79.1%
Not Registering	228	15.6%
Undecided	89	6.1%

Retention Rates

We calculate retention rates from the number of students at the time of CBEDS (California Basic Educational Data System, students with an enrollment date of 10/3 or sooner.) We track these students through the fall and spring semesters to see how many from this cohort we are able to retain from one semester to the next semester. Higher retention rates are indications of exceptional performance by the school programmatically, and we always want to look at our retention in the context that students moving out of a school tend to suffer from that disruption.

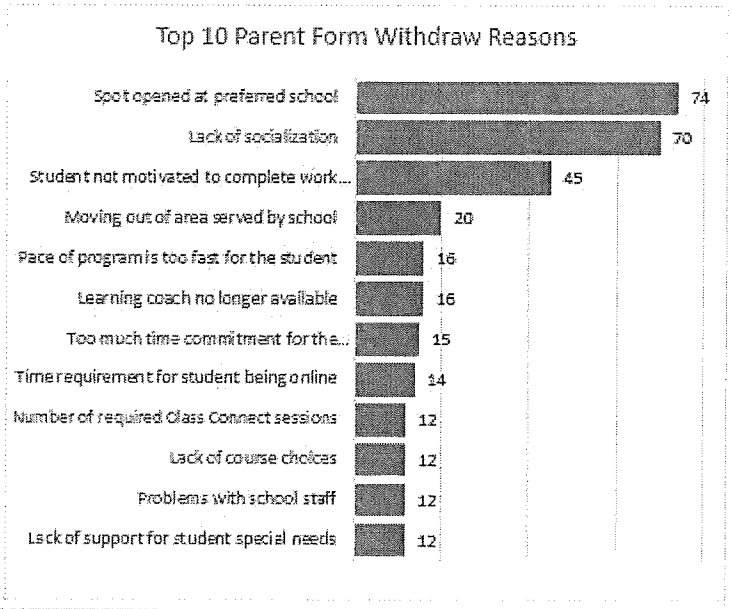
Grade Level	Oct Count	Jan Count	Jun Count	Jan Ret	Jun Ret
Transitional K	21	15	15	71.43%	71.43%
Kindergarten	90	76	71	84.44%	78.89%
1st Grade	88	72	67	81.82%	76.14%
2nd Grade	98	86	79	87.76%	80.61%
3rd Grade	85	78	69	91.76%	81.18%
4th Grade	93	83	75	89.25%	80.65%
5th Grade	93	84	73	90.32%	78.49%
6th Grade	104	93	83	89.42%	79.81%
7th Grade	101	91	82	90.10%	81.19%
8th Grade	105	95	88	90.48%	83.81%
9th Grade	105	100	92	95.24%	87.62%
10th Grade	116	110	104	94.83%	89.66%
11th Grade	121	111	107	91.74%	88.43%
12th Grade	103	92	82	89.32%	79.61%
Total	1,323	1186	1,087	89.64%	82.16%

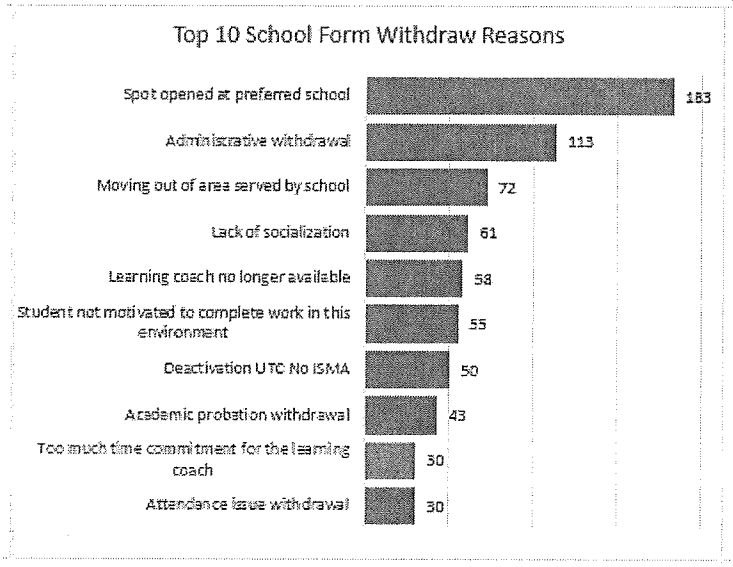
Withdrawals

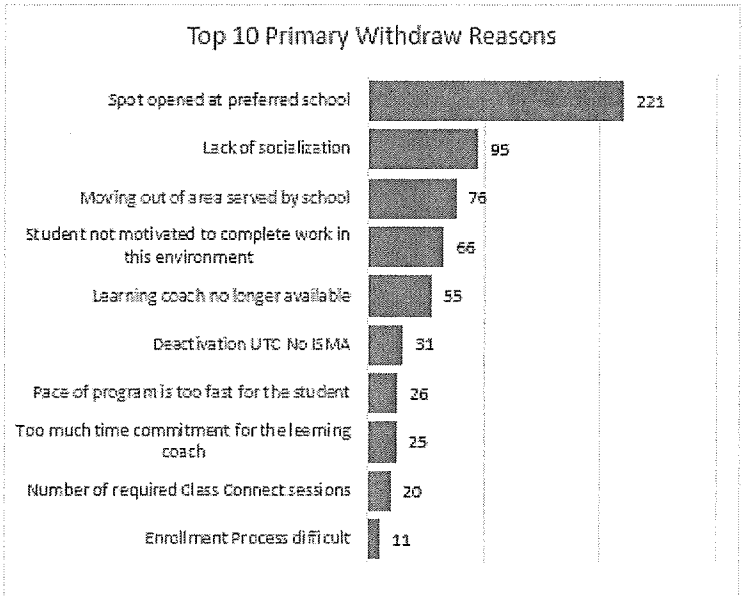
Withdrawal data is reviewed on a regular basis in order to better understand the reasons that a family chooses to leave. These reasons help us as we strive towards continual improvement of our programmatic offerings and support. Data isn't reviewed only at end year; we also review week to week trends every week in-year. Please note that withdrawal below also include families that may have been eligible and approved but decided not to start with the school.

Total Withdrawals by grade level	
TK	23
K	53
1	58
2	71
3	59
4	52
5	55
6	70
7	61
8	60
9	53
10	63
11	49
12	58
Grand Total	785

Top Reasons by Form: The school collects a parent form and a school side form. These forms inform the reason a parent may choose to leave or a reason the school would process a withdrawal.


Top 10 Parent Form Withdraw Reasons
Spot opened at preferred school
74
Lack of socialization
70
Student not motivated to complete work...
45
Moving out of area served by school
20
Pace of program is too fast for the student
16
Learning coach no longer available
16
Too much time commitment for the...
15
Time requirement for student being online
14
Number of required Class Connect sessions
12
Lack of course choices
12
Problems with school staff
12
Lack of support for student special needs
12


Top 10 School Form Withdraw Reasons
Spot opened at preferred school
183
Administrative withdrawal
113
Moving out of area served by school
72
Lack of socialization
61
Learning coach no longer available
58
Student not motivated to complete work in this environment
55
Deactivation UTC No ISMA
50
Academic probation withdrawal
43
Too much time commitment for the learning coach
30
Attendance issue withdrawal
30


Top 10 Primary Withdraw Reasons
Spot opened at preferred school
221
Lack of socialization
95
Moving out of area served by school
76
Student not motivated to complete work in this environment
66
Learning coach no longer available
55
Deactivation UTC No ISMA
31
Pace of program is too fast for the student
26
Too much time commitment for the learning coach
25
Number of required Class Connect sessions
20
Enrollment Process difficult
11

Star 360 And Reading Remediation Results

The school has a goal to maintain at least 1-years growth for students in Math and English Language Arts. Students complete a STAR360 assessment at the beginning, middle and end of the school year. The metrics below are reflective of growth data for students who spent an entire year with IQ Academy. For our TK-2nd graders we use an assessment called ESGI to measure the need and progress made for our reading remediation program.

Star 360 Growth

Grade Level	Reading Met or Exceeded	Math Met or Exceeded
Kinder	87%	77%
1st	54%	60%
2nd	63%	48%
3rd	46%	51%
4th	45%	50%
5th	46%	29%
6th	49%	10%
7th	31%	12%
8th	40%	10%
9th	40%	9%
10th	32%	6%
11th	32%	6%

Reading Remediation and Math in TK: Since TK is not an assessed grade in STAR 360 we use custom made ESGI assessments to provide assessment and plan interventions using Freckle. The below assessment results show the number of students who were tested in ESGI at least twice (to measure growth)

Key:

- S2 = Count of students who took at least 2 assessments in ESGI
- B = Diagnostic assessment results showing percentage of correct questions answered for that assessment
- 1 = Quarter 1 assessment results showing percentage of correct questions answered for that assessment
- 2 = Quarter 2 assessment results showing percentage of correct questions answered for that assessment
- 3 = Quarter 3 assessment results showing percentage of correct questions answered for that assessment
- 4 = Quarter 4 summative assessment results showing percentage of correct questions answered for that assessment

Reading TK

TK ID Lowercase Letters 26 QUESTIONS						
S2	B	1	2	3	4	Growth
12	50%	42%	42%	78%	86%	36%
TK ID Uppercase Letters 26 QUESTIONS						
S2	B	1	2	3	4	Growth
8	48%	48%	48%	84%	90%	42%
TK ID Letter Sounds 26 QUESTIONS						
S2	B	1	2	3	4	Growth
11	26%	21%	21%	69%	80%	54%

Math TK:

TK ID Colors 9 QUESTIONS						
S2	B	1	2	3	4	Growth
2	83%	83%	83%	61%	67%	-16%
TK Spatial Pos Wds 9 QUESTIONS						
S2	B	1	2	3	4	Growth
2	83%	83%	83%	83%	100%	17%
TK ID Shapes 8 QUESTIONS						
S2	B	1	2	3	4	Growth
4	72%	50%	50%	81%	97%	25%
TK Count Sets 0-10 11 QUESTIONS						
S2	B	1	2	3	4	Growth
7	87%	74%	74%	90%	99%	12%

Attendance

Annual Attendance Summary

Grade Band	Rate	Avg Enrolled	ADA
TK-3	95.95%	392.36	376.47
4-6	94.94%	300.44	285.24
7-8	94.32%	240.81	227.13
9-12	89.12%	453.55	404.22
Total	**93.22%**	**1387.16**	**1293.06**

Family Satisfaction

IQ Academy Conducts 7 surveys with our families throughout the school year. A consistent question we ask is, "how satisfied" a family is with our program. This data is reviewed throughout the year and outreach is conducted as needed to support the families. Overall average satisfaction by grade level is indicated below. All surveys are not included, we only look at survey 1 for the end of year report because it has the best response rate and gives a good indication of

K-5 Satisfaction	**70%**
MS Satisfaction	**82%**
HS Satisfaction	**72%**

Graduation

Data was gathered using the CDE Data Quest website. Internal metrics are based on a process developed by IQLA that analyzes CALPADS cohort year data and adjusting our grad rate based on what we know about the students included in our count that may not be part of the current active graduating class. This process was tested in 2020-2021 and compared to the Dataquest data provided by CDE and was very close to the predicted percentage.

Graduation Rate	Year	Source
68.6%	2019-2020	Data Quest
71.1%	2020-2021	Data Quest
80%	2021-2022	State Dashboard
85%	2022-2023	Internal Metrics

TO: IQ ACADEMY CALIFORNIA - LOS ANGELES GOVERNING BOARD

APPROVED

BOARD REPORT # 01

VIA: IQ ACADEMY STAFF
September 13, 2023

SUBJECT: FY 2022-23 Unaudited Actual Revenue and Expenditure Report

PROPOSAL:
It is proposed that the Governing Board of IQ Academy California - Los Angeles ratify the FY 2022-23 Unaudited Actual Revenue and Expenditure Report.

BACKGROUND:
The Unaudited Actual Revenue and Expenditure Report represents the current financial status of the school for the 2022-23 fiscal year. This report shows revenues meeting all operating costs with no deficit. K12, Inc. has agreed, under the terms of the Educational Products and Services Agreement, to issue invoice credits, to be applied to Support Services Fees invoices so that IQ Academy California - Los Angeles' 2022-23 audited financial statements will show a balanced budget.

BUDGET IMPLICATIONS:
There are no budget implications.

RECOMMENDATIONS:
It is recommended that the Governing Board:

1. Ratify the Unaudited Actual Revenue and Expenditure Report for the 2022-23 fiscal year on behalf of IQ Academy California - Los Angeles

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:** Casey Robinson **Date:** _9/13/2023_____

Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Brian Huff	X					X
Dr. Julie Mendoza	X					
Ben Pace	X				X	

iQ Academy California Los Angeles

Board Presentation

Fiscal Year 2022-23

Unaudited Actuals

iQ Academy California Los Angeles

Summary of Changes from Fiscal Year 2022-23 Estimated Actuals

Category	Current	Incr (Decr)	Reason
ADA	1,270	6	ADA increase from FY23 Estimated Actuals
LCFF Revenue	$ 16,607,313	$ 151,840	Final FY23 P2 LCFF Funding
Restricted Revenue	$ 3,168,067	$ 477,301	Primarily due to increase in Lottery funding due to prior year adjustment, and increase in State SPED funding
Expenses	$ 19,775,380	$ 629,141	Primarily due to increase in actual off-schedule compensation paid to certificated employees, and an increase in SpEd contracted services expenditures

Fiscal Year 2022-23 Unaudited Actuals Highlights

SB740	45.7%	Certificated salaries and benefits, as a percent of revenue, is 5.7% higher than required
	88.7%	Instruction and instruction-related services, as a percent of revenue, is 8.7% higher than required
K12 Invoice Credits	$ (1,252,708)	Amount of credits issued by K12 for Fiscal Year 2022-23, which guarantee the school does not end the year with a deficit



iQ Academy California Los Angeles

Fiscal Year 2022-23

Unaudited Actuals Comparison

Description	Object Code	2022-23 Adopted Budget	2022-23 First Interim Budget	2022-23 Second Interim Budget	2022-23 Estimated Actuals	2022-23 Unaudited Actuals	vs. Estimated Actuals Increase (Decrease) $ Difference	vs. Estimated Actuals Increase (Decrease) % Change	
P2 ADA		1,352	1,127	1,207	1,264	1,270	6	0.47%	a
A. REVENUES									
1. LCFF/Revenue Limit Sources	8010-8099	$ 16,866,448	$ 14,704,809	$ 15,715,760	$ 16,455,473	$ 16,607,313	$ 151,840	0.92%	b
2. Federal Revenues	8100-8299	860,617	912,354	916,268	1,057,046	1,013,276	(43,770)	-4.14%	c
3. Other State Revenues	8300-8599	1,393,971	1,414,323	1,584,915	1,633,719	2,154,791	521,071	31.89%	d
4. Other Local Revenues	8600-8799	-	-	-	-	-	-		
5. TOTAL REVENUES		$ 19,121,036	$ 17,031,486	$ 18,216,942	$ 19,146,239	$ 19,775,380	$ 629,141	3.29%	
B. EXPENDITURES									
1. Certficated Salaries	1000-1999	$ 5,771,716	$ 5,390,365	$ 5,653,189	$ 5,686,351	$ 6,022,335	$ 335,984	5.91%	e
2. Non-certificated Salaries	2000-2999	1,202,227	957,184	904,451	976,004	987,612	11,608	1.19%	f
3. Employee Benefits	3000-3999	2,299,805	2,118,305	2,144,382	2,264,152	2,427,845	163,693	7.23%	g
4. Books and Supplies	4000-4999	5,478,684	4,088,836	4,786,366	4,189,064	4,187,221	(1,844)	-0.04%	h
5. Services and Other Operating Expenditures	5000-5999	4,350,897	4,459,087	4,706,481	5,989,441	6,109,142	119,701	2.00%	i
6. Capital Outlay	6000-6999	17,708	17,708	22,072	41,226	41,226	-	0.00%	j
7. Other Outgo	7100-7499	-	-	-	-	-	-		
8. TOTAL EXPENDITURES		$ 19,121,036	$ 17,031,486	$ 18,216,942	$ 19,146,238	$ 19,775,380	$ 629,141	3.29%	
C. EXCESS (DEFICIENCY) OF REVENUE OVER EXPEND. BEFORE OTHER FINANCING SOURCES		-	-	0	0	-	(0)	-100.00%	
D. OTHER FINANCING SOURCES/USES		-	-	-	-	-	-		
E. NET INCREASE (DECREASE) IN FUND BALANCE		-	-	0	0	-	(0)	-100.00%	

EXPLANATION OF VARIANCES:

- a ADA increase from FY23 Estimated Actuals
- b Final FY23 P2 LCFF Funding
- c Primarily due to a decrease in actual Title & ESSER expenditures
- d Due to an increase in final State SPED funding and an increase in accrued Lottery funding
- e Primarily due to increase in actual off-schedule compensation paid to certificated employees
- f School's allocation of classifed salaries higher than previously estimated
- g Primarily due to increase in actual off-schedule compensation paid to certificated employees
- h Primarily due to a decrease in actual student-driven instructional materials & services
- i Primarily due to an increase in actual SpEd contracted services expenditures
- j No change from estimated actuals

iQ Academy California - Los Angeles

Fiscal Year 2022-23
Unaudited Actuals

Senate Bill 740 Instructional Cost

Certificated Salaries and Benefits	Object Code		Total
Certificated Teacher Salaries	1100	$	5,994,296
Cert. Supervisors' and Admin. Salaries	1300	$	-
Additional Certificated Personnel Pay	1900	$	28,039
Certificated Employee Benefits	3000-3999	$	1,997,110
Special Ed. - Certificated Contract Services (Certificated Portion - 80%)	5100	$	1,015,713
Certificated Staff Cost		**$**	**9,035,158**
Non-Certificated Support Salaries	2200	$	987,612
Non-Certificated Employee Benefits	3000-3999	$	430,735
Approved Textbooks and Core Curricula Materials	4100	$	4,153,764
Materials and Supplies	4300	$	33,457
Special Ed. - Certificated Contract Services (Non-certificated portion - 20%)	5100	$	253,928
Travel and Conferences	5200	$	71,527
Inst. Computers/Printers/Leasing	5600	$	888,838
Contract - Student Instructional Technology (7%)	5800	$	1,354,007
Other Instructional and Operating Expenditures	5800	$	33,402
ISP Services/Telephone	5900	$	303,775
Instruction & Instruction-Related Costs		**$**	**8,511,046**
Total Instructional Cost		**$**	**17,546,204**

SB 740 Requirement	Expenditures	Federal & State Revenues	% Spent (Expenditures / Revenues)
A. Certificated Teachers' Salaries and Benefits	$ 9,035,158	$ 19,775,380	45.69%
B. Total Instructional Costs	$ 17,546,204	$ 19,775,380	88.73%
C. PTR (Pupil-Teacher Ratio)	**17.73**	**: 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) 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 2022-23 will show a balanced budget.

K12 Charges	Original Invoice	Invoice Credits	Revised Invoice
Support Services Fees (13%)	$ 2,514,584	$ (1,252,708)	$ 1,261,877
Technology Fees (7%)	$ 1,354,007	$ -	$ 1,354,007
Instruction Materials	$ 935,485	$ -	$ 935,485
OLS - Curriculum & Development	$ 2,970,379	$ -	$ 2,970,379
Inst. Computers/Printers/Leasing	$ 853,330	$ -	$ 853,330
Total Net K12, Inc.-Related Expenditures	**$ 8,627,784**	**$ (1,252,708)**	**$ 7,375,077**

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT – ALTERNATIVE FORM
July 1, 2022 to June 30, 2023

CHARTER SCHOOL CERTIFICATION

Charter School Name:	iQ Academy California-Los Angeles
CDS #:	19-73452-0120600
Charter Approving Entity:	Rowland Unified
County:	Los Angeles
Charter #:	1135

NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

For County Fiscal Contact:	For Approving Entity:	For Charter School:
Steven Choi	Corrie Duran	Francis Burke
Name	Name	Name
BAS Consultant	Director of Fiscal Services	Chief Business Official
Title	Title	Title
562-940-1768	626-854-8321	805-232-4142
Telephone	Telephone	Telephone
choi_steven@lacoe.edu	corrieduran@rowlandschools.org	fburke@caliva.org
Email address	Email address	Email address

To the entity that approved the charter school:

2022-23 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT – ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 42100(b).

Signed: _____ Date: September 13, 2023
Charter School Official
(Original signature required)

Printed Name: Nicholas Stecken Title: Head of School

To the County Superintendent of Schools:

2022-23 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT – ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 42100(a).

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

Printed Name: _____ Title: _____

To the Superintendent of Public Instruction:

2022-23 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT – ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100(a).

Signed: _____ Date: _____
County Superintendent/Designee
(Original signature required)

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT – ALTERNATIVE FORM

July 1, 2022 to June 30, 2023

Charter School Name: iQ Academy California-Los Angeles
CDS #: 19-73452-0120600
Charter Approving Entity: Rowland Unified
County: Los Angeles
Charter #: 1135

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

X **Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 7438, 9400-9489, 9660-9669, 9796, and 9797)**

Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	12,648,970.00		12,648,970.00
Education Protection Account State Aid - Current Year	8012	1,177,951.00		1,177,951.00
State Aid - Prior Years	8019	10,018.00		10,018.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	2,770,374.00		2,770,374.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		16,607,313.00	0.00	16,607,313.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		415,367.00	415,367.00
Special Education - Federal	8181, 8182		275,852.00	275,852.00
Child Nutrition - Federal	8220			0.00
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299		322,056.00	322,056.00
Total, Federal Revenues		0.00	1,013,275.00	1,013,275.00
3. Other State Revenues				
Special Education - State	StateRevSE		1,387,822.00	1,387,822.00
All Other State Revenues	StateRevAO	380,907.00	386,062.00	766,969.00
Total, Other State Revenues		380,907.00	1,773,884.00	2,154,791.00
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO			0.00
Total, Local Revenues		0.00	0.00	0.00
5. TOTAL REVENUES		16,988,220.00	2,787,159.00	19,775,379.00
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	4,897,183.00	1,097,113.00	5,994,296.00
Certificated Pupil Support Salaries	1200			0.00
Certificated Supervisors' and Administrators' Salaries	1300			0.00
Other Certificated Salaries	1900	28,039.00		28,039.00
Total, Certificated Salaries		4,925,222.00	1,097,113.00	6,022,335.00
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100			0.00
Noncertificated Support Salaries	2200	581,974.00	405,638.00	987,612.00
Noncertificated Supervisors' and Administrators' Salaries	2300			0.00
Clerical, Technical and Office Salaries	2400			0.00
Other Noncertificated Salaries	2900			0.00
Total, Noncertificated Salaries		581,974.00	405,638.00	987,612.00
Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**
3. Employee Benefits				
STRS	3101-3102	940,717.00	209,549.00	1,150,266.00
PERS	3201-3202	147,647.00	102,910.00	250,557.00
OASDI / Medicare / Alternative	3301-3302	140,067.00	38,220.00	178,287.00

	Health and Welfare Benefits	3401-3402	610,632.00	144,121.00	754,753.00
	Unemployment Insurance	3501-3502	19,662.00	5,393.00	25,055.00
	Workers' Compensation Insurance	3601-3602	54,090.00	14,836.00	68,926.00
	OPEB, Allocated	3701-3702			0.00
	OPEB, Active Employees	3751-3752			0.00
	Other Employee Benefits	3901-3902			0.00
	Total, Employee Benefits		1,912,815.00	515,029.00	2,427,844.00
4.	Books and Supplies				
	Approved Textbooks and Core Curricula Materials	4100	4,145,687.00	8,077.00	4,153,764.00
	Books and Other Reference Materials	4200			0.00
	Materials and Supplies	4300	33,316.00	141.00	33,457.00
	Noncapitalized Equipment	4400			0.00
	Food	4700			0.00
	Total, Books and Supplies		4,179,003.00	8,218.00	4,187,221.00
5.	Services and Other Operating Expenditures				
	Subagreements for Services	5100		1,269,642.00	1,269,642.00
	Travel and Conferences	5200	13,527.00	58,000.00	71,527.00
	Dues and Memberships	5300	14,766.00	5,695.00	20,461.00
	Insurance	5400	59,653.00		59,653.00
	Operations and Housekeeping Services	5500	9,434.00		9,434.00
	Rentals, Leases, Repairs, and Noncap. Improvements	5600	888,838.00		888,838.00
	Transfers of Direct Costs	5700-5799			0.00
	Professional/Consulting Services and Operating Expend.	5800	3,434,172.00	51,639.00	3,485,811.00
	Communications	5900	299,468.00	4,307.00	303,775.00
	Total, Services and Other Operating Expenditures		4,719,858.00	1,389,283.00	6,109,141.00
6.	Capital Outlay				
	(Objects 6100-6170, 6200-6500 modified accrual basis only)				
	Land and Land Improvements	6100-6170			0.00
	Buildings and Improvements of Buildings	6200			0.00
	Books and Media for New School Libraries or Major				
	Expansion of School Libraries	6300			0.00
	Equipment	6400			0.00
	Equipment Replacement	6500			0.00
	Lease Assets	6600			0.00
	Depreciation Expense (accrual basis only)	6900	41,226.00		41,226.00
	Amortization Expense - Lease Assets	6910			0.00
	Total, Capital Outlay		41,226.00	0.00	41,226.00
7.	Other Outgo				
	Tuition to Other Schools	7110-7143			0.00
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
	All Other Transfers	7281-7299			0.00
	Transfers of Indirect Costs	7300-7399			0.00
	Debt Service:				
	Interest	7438			0.00
	Principal (for modified accrual basis only)	7439			0.00
	Total Debt Service		0.00	0.00	0.00
	Total, Other Outgo		0.00	0.00	0.00
8.	TOTAL EXPENDITURES		16,360,098.00	3,415,281.00	19,775,379.00
	Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**
C.	**EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)**		628,122.00	(628,122.00)	0.00
D.	**OTHER FINANCING SOURCES / USES**				
1.	Other Sources	8930-8979			0.00

	Less:				
2.	Other Uses	7630-7699			0.00
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			0.00
4.	TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00
E.	**NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)**		628,122.00	(628,122.00)	0.00
F.	**FUND BALANCE / NET POSITION**				
1.	Beginning Fund Balance/Net Position				
	a. As of July 1	9791			0.00
	b. Adjustments/Restatements	9793, 9795	(628,122.00)	628,122.00	0.00
	c. Adjusted Beginning Fund Balance /Net Position		(628,122.00)	628,122.00	0.00
2.	Ending Fund Balance /Net Position, June 30 (E+F1c)		0.00	0.00	0.00
	Components of Ending Fund Balance (Modified Accrual Basis only)				
	a. Nonspendable				
	1. Revolving Cash (equals Object 9130)	9711			0.00
	2. Stores (equals Object 9320)	9712			0.00
	3. Prepaid Expenditures (equals Object 9330)	9713			0.00
	4. All Others	9719			0.00
	b. Restricted	9740			0.00
	c. Committed				
	1. Stabilization Arrangements	9750			0.00
	2. Other Commitments	9760			0.00
	d. Assigned	9780			0.00
	e. Unassigned/Unappropriated				
	1. Reserve for Economic Uncertainties	9789			0.00
	2. Unassigned/Unappropriated Amount	9790M			0.00
3.	**Components of Ending Net Position (Accrual Basis only)**				
	a. Net Investment in Capital Assets	9796	0.00	0.00	0.00
	b. Restricted Net Position	9797			0.00
	c. Unrestricted Net Position	9790A	0.00	0.00	0.00

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110			0.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	394,560.00	3,018,395.00	3,412,955.00
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200	4,701,017.00		4,701,017.00
4. Due from Grantor Governments	9290			0.00
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	12,891.00	204,734.00	217,625.00
7. Other Current Assets	9340			0.00
8. Lease Receivable	9380			0.00
9. Capital Assets (accrual basis only)	9400-9489		206,426.00	206,426.00
10. TOTAL ASSETS		5,108,468.00	3,429,555.00	8,538,023.00
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	5,108,468.00		5,108,468.00
2. Due to Grantor Governments	9590		305,558.00	305,558.00
3. Current Loans	9640			0.00
4. Unearned Revenue	9650		3,123,997.00	3,123,997.00

5.	Long-Term Liabilities (accrual basis only)	9660-9669			0.00
6.	TOTAL LIABILITIES		5,108,468.00	3,429,555.00	8,538,023.00
J.	**DEFERRED INFLOWS OF RESOURCES**				
1.	Deferred Inflows of Resources	9690	0.00	0.00	0.00
2.	TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K.	**FUND BALANCE /NET POSITION**				
	Ending Fund Balance /Net Position, June 30 (G10 + H2) - (I6 + J2)				
	(must agree with Line F2)		0.00	0.00	0.00

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

	Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a.	NONE	$ 0.00		0.00
b.				0.00
c.				0.00
d.				0.00
e.				0.00
f.				0.00
g.				0.00
h.				0.00
i.				0.00
j.				0.00
	TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

	Objects of Expenditures		Amount (Enter "0.00" if none)
a.	Certificated Salaries	1000-1999	0.00
b.	Noncertificated Salaries	2000-2999	
c.	Employee Benefits	3000-3999 except 3801-3802	
d.	Books and Supplies	4000-4999	
e.	Services and Other Operating Expenditures	5000-5999	
	TOTAL COMMUNITY SERVICES EXPENDITURES		0.00

3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster

	Date of Presidential Disaster Declaration	Brief Description i.e., COVID-19 (If no amounts, indicate "None")	Amount
a.		None	
b.			
c.			
d.			
	TOTAL SUPPLEMENTAL EXPENDITURES (Should not be negative)		0.00

4. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2021-22 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2024-25.

a.	Total Expenditures (B8)	19,775,379.00
b.	Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	1,013,275.00
c.	Subtotal of State & Local Expenditures [a minus b]	18,762,104.00
d.	Less Community Services [L2 Total]	0.00
e.	Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600 and 6910]	41,226.00
f.	Less Supplemental Expenditures made as the result of a Presidentially Declared Disaster	0.00

TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e minus f]	$	18,720,878.00

TO: IQ ACADEMY CALIFORNIA – LOS ANGELES GOVERNING BOARD

APPROVED

BOARD REPORT # 02

VIA: IQ ACADEMY STAFF
September 13, 2023

SUBJECT: The ratification of disbursements made by IQ Academy California – Los Angeles from May 2023 through July 2023.

PROPOSAL:
It is proposed that the Governing Board of IQ Academy California – Los Angeles ratify the disbursements made by the school from May 2023 through July 2023.

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 May 2023 through July 2023.

BUDGET IMPLICATIONS:
The total disbursements for the months of May, June, and July were $903,835, $2,108,348, and $1,038,342, respectively.

RECOMMENDATIONS:
It is recommended that the Governing Board ratify the disbursements made by IQ Academy California – Los Angeles from May 2023 through July 2023.

RESPECTFULLY SUBMITTED
Nicholas Stecken
Head of School

PREPARED BY:

Nicholas Stecken	Arlene Arroyo
Head of School	Financial Analyst

PRESENTED BY:

Nicholas Stecken	Francis "Paco" Burke
Head of School	Chief Business Official

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes___ **Witnessed:** Casey Robinson **Date:** _9/13/2023_____

Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Brian Huff	X					X
Dr. Julie Mendoza	X				X	
Ben Pace	X					

IQ Academy California Los Angeles
Board Disbursements Monthly Payment Summary
May 01, 2023 - May 31, 2023

Vendor	Amount
Insperity(IQ Academy)	575,305.46
LACOE Division of School Financial Srvcs(IQ Academy)	158,939.01
Anchor Counseling & Education Solutions(iQ Academy)	19,280.55
E-Therapy LLC(iQ Academy)	13,670.09
Village Glen School(iQ Academy)	10,242.36
California State Board of Equalization(IQ Academy)	9,376.31
ALC Schools, Inc(iQ Academy)	8,987.55
Effectual Educational Consulting Service(iQ Academy)	7,713.75
Bridgeport School(iQ Academy)	6,278.55
Specialized Therapy Services Inc(iQ Academy)	6,243.75
National TeleTherapy Resources, a Speech Pathology Corp.(iQ Academy)	6,021.49
Sunrise School(iQ Academy)	6,012.20
WestView School of Arts and Technology(iQ Academy)	5,666.32
El Paseo Children's Center, Inc.(iQ Academy)	5,507.34
ECE 4 Autism(iQ Academy)	5,339.49
Law Offices of Young, Minney & Corr, LLP(iQ Academy)	4,472.50
California Teachers Association(iQ Academy)	4,435.20
PresenceLearning, Inc.(iQ Academy)	4,353.50
Vista Del Mar Child & Family Services(iQ Academy)	4,002.25
Speech Guy, LLC(iQ Academy)	3,537.54
EMHSports USA, Inc(iQ Academy)	3,400.00
Renaissance(iQ Academy)	3,300.00
Communicology, Inc., DBA Connect Teletherapy(iQ Academy)	3,241.24
Specialized Education of California, Inc.(iQ Academy)	3,228.35
Green Hasson Janks(iQ Academy)	3,000.00
Virtual Technologies Group, Inc(iQ Academy)	2,748.59
EBS Healthcare Inc.(iQ Academy)	2,738.02
Kadiant, LLC(iQ Academy)	2,345.80
Cornerstone Educational Solutions(iQ Academy)	1,700.00
Braille Consultants, Inc.(iQ Academy)	1,700.00
SpeechRighter, Inc.(iQ Academy)	1,569.40
The Miri Center. A Professional Psychological Corporation(iQ Academy)	1,299.91
TalkPath Live(iQ Academy)	1,082.11
Children's Therapy Network(iQ Academy)	883.75
Sally Gonzalez(iQ Academy)	875.00
Grace Speech Therapy Corp.(iQ Academy)	840.00
Amazon Capital Services(iQ Academy)	752.63
The Silly Room(iQ Academy)	750.00
Point Quest Pediatric Therapies, LLC(iQ Academy)	531.25
DV Therapy Inc.(iQ Academy)	510.00

IQ Academy California Los Angeles
Board Disbursements Monthly Payment Summary
May 01, 2023 - May 31, 2023

Vendor	Amount
eLuma(iQ Academy)	450.00
Arc Speech Pathology Network DBA Arc Therapy Network(iQ Academy)	406.25
Crick Software(iQ Academy)	349.00
TheraStaffers(iQ Academy)	321.00
Adapted Child's Play(iQ Academy)	200.00
Partners in Special Education(iQ Academy)	80.00
Esther Igboerika(iQ Academy)	60.00
TinyEYE Technology Corporation(iQ Academy)	56.00
CDW Government(iQ Academy)	31.25
Grand Total	**903,834.76**

IQ Academy California Los Angeles
Board Disbursements Monthly Payment Detail
May 01, 2023 - May 31, 2023

Vendor Name	Products and Services
Adapted Child's Play	Special Education Contracted Services
ALC Schools, Inc	Special Education Contracted Services - Translation services
Amazon Capital Services	Office Set-up for Staff
Anchor Counseling & Education Solutions	Special Education Contracted Services
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services
Braille Consultants, Inc.	Special Education Vision Instruction Services
Bridgeport School	Special Education Contracted Services
California State Board of Equalization	Use Tax TRUE-UP
California Teachers Association	Special Education Contracted Services
CDW Government	Webcam for student
Children's Therapy Network	Special Education Contracted Services
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services
Communicology, Inc., DBA Connect Teletherapy	Special Education Contracted Services
Crick Software	Computer equip. & installation
DV Therapy Inc.	Special Education Occupational Physical Therapy
EBS Healthcare Inc.	Special Education Contracted Services
ECE 4 Autism	Special Education Contracted Services
Effectual Educational Consulting Service	Special Education Services
El Paseo Children's Center, Inc.	Special Education Contracted Services
eLuma	Special Individual Counseling Services
EMHSports USA, Inc	Special Education Contracted Services
Esther Igboerika	Nurse IEP Attendance
E-Therapy LLC	Special Education Contracted Services
Grace Speech Therapy Corp.	SLP IEP Attendance
Green Hasson Janks	Professional Services
Insperity	PEO - Payroll Services and HR Admin Services provider
Kadiant, LLC	Special Education Contracted Services
LACOE Division of School Financial Srvcs	STRS Retirement
Law Offices of Young, Minney & Corr, LLP	Legal Services
MK Innovations Inc dba The Silly Room	Special Education Contracted Services
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services
Partners in Special Education	Special Education Contracted Services
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy
Renaissance	Lalilo Subscriptions & 60-minute Remote Sessions
Sally Gonzalez	Special Education Professional Services
Specialized Education of California, Inc.	Special Education Contracted Services
Specialized Therapy Services Inc	Special Education Contracted Services
Speech Guy, LLC	Special Education Contracted Services
SpeechRighter, Inc.	Special Education Contracted Services
Sunrise School	SAI & Related Services
The Miri Center. A Professional Psychological Corporation	Special Education Contracted Services
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy
TinyEYE Technology Corporation	Special Education Contracted Services
TinyEYE Technology Corporation	Special Education Contracted Services
Village Glen School	Special Education Contracted Services
Village Glen School	Special Education Contracted Services
Virtual Technologies Group, Inc	Laptops
Virtual Technologies Group, Inc	Laptops
Vista Del Mar/Vista School (NPS)	Special Education Contracted Services - SAI & Related Services
Vista Del Mar/Vista School (NPS)	Special Education Contracted Services - SAI & Related Services
WestView School of Arts and Technology	SAI, trans & counseling
WestView School of Arts and Technology	SAI, trans & counseling

K12 : SA : Full Financials CA Node : IQLA
Board Disbursements A/P Payment History by Vendor
May 01, 2023 - May 31, 2023

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #4863 - Arc Speech Pathology Network DBA Arc Therapy Network(iQ Academy)					(218.75)
	Bill	05/24/2023	INV-00496		
	Bill Payment	05/24/2023	4863		218.75
Bill Payment #4832 - Arc Speech Pathology Network DBA Arc Therapy Network(iQ Academy)					(187.50)
	Bill	05/11/2023	INV-00482		
	Bill Payment	05/11/2023	4832		187.50
					0.00
Bill Payment #4835 - California Teachers Association(IQ Academy)					(4,435.20)
	Bill	05/11/2023	Union Dues - 042023		
	Bill Payment	05/11/2023	4835		4,435.20
					0.00
Bill Payment #4867 - Communicology, Inc., DBA Connect Teletherapy(iQ Academy)					(1,546.25)
	Bill	05/24/2023	INV-00769		
	Bill	05/24/2023	INV-00772		(115.00)
	Bill Payment	05/24/2023	4867		1,661.25
Bill Payment #4838 - Communicology, Inc., DBA Connect Teletherapy(iQ Academy)					(1,579.99)
	Bill	05/11/2023	INV-00746		
	Bill Payment	05/11/2023	4838		1,579.99
					0.00
Bill Payment #4866 - Christy Bock dba Cornerstone Educational Solutions(iQ Academy)					(1,700.00)
	Bill	05/24/2023	INV-00260		
	Bill Payment	05/24/2023	4866		1,700.00
					0.00
Bill Payment #4871 - EBS Healthcare Inc.(IQ Academy)					(376.16)
	Bill	05/24/2023	INV-02614		
	Bill Payment	05/24/2023	4871		376.16
Bill Payment #4840 - EBS Healthcare Inc.(IQ Academy)					(1,040.58)
	Bill	05/11/2023	INV-02533		
	Bill	05/11/2023	INV-02551		(956.54)
	Bill	05/11/2023	INV-02590		(364.74)
	Bill Payment	05/11/2023	4840		2,361.86
					0.00
Bill Payment #4872 - ECE 4 Autism(iQ Academy)	Bill	05/24/2023	02203091		(5,339.49)
	Bill Payment	05/24/2023	4872		5,339.49
					0.00
Bill Payment #ACH 5/17/23 - California State Board of Equalization(IQ Academy)					(9,376.00)
	Journal	04/20/2023	JE-207-1497	19DPapr23IQ - Record Use Tax for Apr '23	
	Journal	05/22/2023	JE-207-1529	51DPmay23IQ - Use Tax TRUE-UP for Apr 2022	(0.31)
					(0.00)
Amount Unapplied - Bill Payment #ACH 5/17/23 - California State Board of Equalization(IQ Academy)					
					(9,376.31)
Bill Payment #4873 - Effectual Educational Consulting Service(IQ Academy)					(950.00)
	Bill	05/24/2023	INV-06614		
	Bill	05/24/2023	INV-06627		(1,322.90)
	Bill	05/24/2023	INV-06638		(1,313.35)
	Bill	05/24/2023	INV-06661		(801.25)
	Bill	05/24/2023	INV-06668		(361.25)
	Bill	05/24/2023	INV-06670		(578.75)
	Bill	05/24/2023	INV-06676		(782.50)
	Bill	05/24/2023	INV-06679		(108.75)
	Bill	05/24/2023	INV-06681		(100.00)
	Bill Payment	05/24/2023	4873		6,318.75
Bill Payment #4841 - Effectual Educational Consulting Service(IQ Academy)					(1,395.00)
	Bill	05/11/2023	INV-06586		
	Bill Payment	05/11/2023	4841		1,395.00
					0.00
Bill Payment #4843 - eLuma(IQ Academy)	Bill	05/11/2023	VST-01036		(450.00)
	Bill Payment	05/11/2023	4843		450.00
					0.00
Bill Payment #4844 - EMHSports USA, Inc(IQ Academy)					(1,020.00)
	Bill	05/11/2023	INV-03111		
	Bill	05/11/2023	INV-03137		(1,190.00)
	Bill	05/11/2023	INV-03143		(1,190.00)
	Bill Payment	05/11/2023	4844		3,400.00
					0.00
Bill Payment #4870 - E-Therapy LLC(IQ Academy)	Bill	05/24/2023	INV-06298		(435.00)
	Bill	05/24/2023	INV-06311		(2,719.90)
	Bill	05/24/2023	INV-06312		(1,635.40)
	Bill Payment	05/24/2023	4870		4,790.30
Bill Payment #4839 - E-Therapy LLC(IQ Academy)	Bill	05/11/2023	INV-06060		(3,385.80)
	Bill	05/11/2023	INV-06061		(2,473.50)
	Bill	05/11/2023	INV-06062		(45.00)

Bill Payment #4839 - E-Therapy LLC(IQ Academy)	Bill	05/11/2023	INV-06063	(33.00)
	Bill	05/11/2023	INV-06064	(45.00)
	Bill	05/11/2023	INV-06065	(27.00)
	Bill	05/11/2023	INV-06066	(45.00)
	Bill	05/11/2023	INV-06074	(23.34)
	Bill	05/11/2023	INV-06084	(23.33)
	Bill	05/11/2023	INV-06196	(23.34)
	Bill	05/11/2023	INV-06200	(23.34)
	Bill	05/11/2023	INV-06221	(23.33)
	Bill	05/11/2023	INV-06231	(438.00)
	Bill	05/11/2023	INV-06249	(14.38)
	Bill	05/11/2023	INV-06252	(11.66)
	Bill	05/11/2023	INV-06256	(11.67)
	Bill	05/11/2023	INV-06260	(11.67)
	Bill	05/11/2023	INV-06276	(2,221.43)
	Bill Payment	05/11/2023	4839	8,879.79
				0.00
				(828.57)
Bill Payment #4878 - National TeleTherapy Resources, a Speech Pathology Corp.(iQ Academy)	Bill	05/24/2023	INV-04820	
	Bill	05/24/2023	INV-04910	(479.18)
	Bill	05/24/2023	INV-04911	(321.59)
	Bill Payment	05/24/2023	4878	1,629.34
				(1,281.80)
Bill Payment #4848 - National TeleTherapy Resources, a Speech Pathology Corp.(iQ Academy)	Bill	05/11/2023	INV-04706	
	Bill	05/11/2023	INV-04754	(407.96)
	Bill	05/11/2023	INV-04755	(419.90)
	Bill	05/11/2023	INV-04756	(685.45)
	Bill	05/11/2023	INV-04811	(259.11)
	Bill	05/11/2023	INV-04812	(349.15)
	Bill	05/11/2023	INV-04813	(639.63)
	Bill	05/11/2023	INV-04819	(349.15)
	Bill Payment	05/11/2023	4848	4,392.15
Amount Unapplied - Bill Payment #4848 - National TeleTherapy Resources, a Speech Pathology Corp.(iQ Academy)				(0.00)
				(0.00)
Bill Payment #4880 - PresenceLearning, Inc.(iQ Academy)	Bill	05/24/2023	INV-08081	(1,060.00)
	Bill	05/24/2023	INV-08082	(1,074.00)
	Bill	05/24/2023	INV-08083	(1,063.50)
	Bill	05/24/2023	INV-08084	(1,058.50)
	Bill	05/24/2023	INV-08108	(97.50)
	Bill Payment	05/24/2023	4880	4,353.50
				0.00
				(1,328.13)
Bill Payment #4885 - Speech Guy, LLC(iQ Academy)	Bill	05/24/2023	INV-00814	
	Bill Payment	05/24/2023	4885	1,328.13
				(968.76)
Bill Payment #4853 - Speech Guy, LLC(iQ Academy)	Bill	05/11/2023	INV-00793	
	Bill	05/11/2023	INV-00804	(1,240.65)
	Bill Payment	05/11/2023	4853	2,209.41
				0.00
Bill Payment #4850 - PrentGraf Ltd dba TalkPath Live(iQ Academy)				(1,082.11)
	Bill	05/11/2023	INV-00641	
	Bill Payment	05/11/2023	4850	1,082.11
				0.00
Bill Payment #4847 - MK Innovations Inc dba The Silly Room(iQ Academy)				(750.00)
	Bill	05/11/2023	INV-00479	
	Bill Payment	05/11/2023	4847	750.00
				0.00
Bill Payment #4890 - Virtual Technologies Group, Inc(IQ Academy)				(293.46)
	Bill	05/24/2023	201543	
	Bill	05/24/2023	201551	(1,045.30)
	Bill	05/24/2023	201597	(1,409.83)
	Bill Payment	05/24/2023	4890	2,748.59
				0.00
Bill Payment #4862 - Anchor Counseling & Education Solutions(IQ Academy)				(3,351.27)
	Bill	05/24/2023	INV-06076	
	Bill	05/24/2023	INV-06054	(690.00)
	Bill	05/24/2023	INV-06030	(180.00)
	Bill	05/24/2023	INV-06041	(480.00)
	Bill	05/24/2023	INV-06009	(210.00)
	Bill	05/24/2023	INV-06018	(390.00)
	Bill Payment	05/24/2023	4862	5,301.27

Bill Payment #4831 - Anchor Counseling & Education Solutions(IQ Academy)					(2,353.75)
	Bill	05/11/2023	INV-05982		
	Bill	05/11/2023	INV-05983		(333.63)
	Bill	05/11/2023	INV-05968		(6,157.52)
	Bill	05/11/2023	INV-06000		(5,134.38)
	Bill Payment	05/11/2023	4831		13,979.28
					(0.00)
Bill Payment #4846 - Law Offices of Young, Minney & Corr, LLP(IQ Academy)					(4,472.50)
	Bill	05/11/2023	4503		
	Bill Payment	05/11/2023	4846		4,472.50
					0.00
Bill Payment #4865 - Children's Therapy Network(IQ Academy)					(543.75)
	Bill	05/24/2023	INV-01054		
	Bill Payment	05/24/2023	4865		543.75
Bill Payment #4837 - Children's Therapy Network(IQ Academy)					(340.00)
	Bill	05/11/2023	INV-01042		
	Bill Payment	05/11/2023	4837		340.00
					0.00
Bill Payment #4842 - El Paseo Children's Center, Inc.(iQ Academy)					(1,633.43)
	Bill	05/11/2023	INV-00700		
	Bill	05/11/2023	INV-00683		(3,873.91)
	Bill Payment	05/11/2023	4842		5,507.34
					0.00
Bill Payment #4888 - TheraStaffers(iQ Academy)	Bill	05/24/2023	INV-00215		(103.00)
	Bill Payment	05/24/2023	4888		103.00
Bill Payment #4855 - TheraStaffers(iQ Academy)	Bill	05/11/2023	INV-00192		(54.50)
	Bill	05/11/2023	INV-00187		(163.50)
	Bill Payment	05/11/2023	4855		218.00
					0.00
Bill Payment #4860 - ALC Schools, Inc(iQ Academy)					(8,987.55)
	Bill	05/24/2023	39556		
	Bill Payment	05/24/2023	4860		8,987.55
					0.00
Bill Payment #4887 - Sunrise School(iQ Academy)					(6,012.20)
	Bill	05/24/2023	IQA0323SR		
	Bill Payment	05/24/2023	4887		6,012.20
					0.00
Bill Payment #4834 - Bridgeport School(iQ Academy)					(6,278.55)
	Bill	05/11/2023	IQA0323BP		
	Bill Payment	05/11/2023	4834		6,278.55
					0.00
Bill Payment #4856 - Village Glen School(iQ Academy)					(5,082.48)
	Bill	05/11/2023	IQA0323VG		
	Bill	05/11/2023	IQA0323VGW		(5,159.88)
	Bill Payment	05/11/2023	4856		10,242.36
					0.00
Bill Payment #ACH 5/17/23 - California State Board of Equalization(IQ Academy)					9,376.31
	Bill Payment	05/23/2023	ACH 5/17/23	IQ - Record Use Tax for Apr'23	
					9,376.31
Bill Payment #4849 - Partners in Special Education(iQ Academy)					(80.00)
	Bill	05/11/2023	INV-00817		
	Bill Payment	05/11/2023	4849		80.00
					0.00
Bill Payment #4884 - Specialized Therapy Services Inc(IQ Academy)					(1,600.00)
	Bill	05/24/2023	INV-01027		
	Bill	05/24/2023	INV-01025		(3,043.75)
	Bill Payment	05/24/2023	4884		4,643.75
Bill Payment #4852 - Specialized Therapy Services Inc(IQ Academy)					(1,600.00)
	Bill	05/11/2023	INV-01026		
	Bill Payment	05/11/2023	4852		1,600.00
					0.00
Bill Payment #4889 - TinyEYE Technology Corporation(iQ Academy)					(56.00)
	Bill	05/24/2023	INV-00447		
	Bill Payment	05/24/2023	4889		56.00
					0.00
Bill Payment #ACH 05/30 STRS - LACOE Division of School Financial Srvcs(IQ Academy)					(158,939.01)
	Bill	05/30/2023	IQ - May 2023 STRS	IQ - May 2023 STRS	
	Bill Payment	05/30/2023	ACH 05/30 STRS	IQ - May 2023 STRS	158,939.01
					0.00
Bill Payment #ACH's for May 2023 - Insperity(IQ Academy)					(575,305.46)
	Bill	05/26/2023	IQ Payroll for May 2023	IQ Payroll for May 2023	
	Bill Payment	05/26/2023	ACH's for May 2023	IQ Payroll for May 2023	575,305.46
					0.00
Bill Payment #4869 - DV Therapy Inc.(iQ Academy)					(510.00)
	Bill	05/24/2023	INV-00172		
	Bill Payment	05/24/2023	4869		510.00

				0.00
Bill Payment #4858 - WestView School of Arts and Technology(iQ Academy)	Bill	05/11/2023	CVA0323WV	(5,666.32)
	Bill Payment	05/11/2023	4858	5,666.32
				0.00
Bill Payment #4861 - Amazon Capital Services(iQ Academy)	Bill	05/24/2023	1CL1-JW96-LW1D	(96.62)
	Bill	05/24/2023	1KWF-JK1D-G6RC	(316.39)
	Bill	05/24/2023	1N1F-Q3FC-L34D	(79.24)
	Bill Payment	05/24/2023	4861	492.25
Bill Payment #4830 - Amazon Capital Services(iQ Academy)	Bill	05/11/2023	14DK-743X-DM9V	(140.06)
	Bill	05/11/2023	173K-JX77-FW66	(120.32)
	Bill Payment	05/11/2023	4830	260.38
				0.00
Bill Payment #4864 - Braille Consultants, Inc.(iQ Academy)	Bill	05/24/2023	INV-01573	(340.00)
	Bill	05/24/2023	INV-01574	(340.00)
	Bill Payment	05/24/2023	4864	680.00
Bill Payment #4833 - Braille Consultants, Inc.(iQ Academy)	Bill	05/11/2023	INV-01563	(340.00)
	Bill	05/11/2023	INV-01565	(340.00)
	Bill	05/11/2023	INV-01567	(340.00)
	Bill Payment	05/11/2023	4833	1,020.00
				0.00
Bill Payment #4883 - Specialized Education of California, Inc.(iQ Academy)	Bill	05/24/2023	INV161482	(3,228.35)
	Bill Payment	05/24/2023	4883	3,228.35
				0.00
Bill Payment #4875 - Grace Speech Therapy Corp.(iQ Academy)	Bill	05/24/2023	INV-00104	(120.00)
	Bill	05/24/2023	INV-00118	(60.00)
	Bill	05/24/2023	INV-00117	(30.00)
	Bill	05/24/2023	INV-00120	(30.00)
	Bill	05/24/2023	INV-00089	(120.00)
	Bill Payment	05/24/2023	4875	360.00
Bill Payment #4845 - Grace Speech Therapy Corp.(iQ Academy)	Bill	05/11/2023	INV-00056	(30.00)
	Bill	05/11/2023	INV-00046	(60.00)
	Bill	05/11/2023	INV-00040	(60.00)
	Bill	05/11/2023	INV-00077	(270.00)
	Bill	05/11/2023	INV-00065	(60.00)
	Bill Payment	05/11/2023	4845	480.00
				0.00
Bill Payment #4854 - The Miri Center. A Professional Psychological Corporation(iQ Academy)	Bill	05/11/2023	INV-00306	(1,236.25)
	Bill	05/11/2023	INV-00296	(63.66)
	Bill Payment	05/11/2023	4854	1,299.91
				0.00
Bill Payment #4857 - Vista Del Mar/Vista School (NPS)(iQ Academy)	Bill	05/11/2023	0323 - RSY	(4,002.25)
	Bill Payment	05/11/2023	4857	4,002.25
				0.00
Bill Payment #4859 - Adapted Child's Play(iQ Academy)	Bill	05/24/2023	INV-00297	(160.00)
	Bill	05/24/2023	INV-00299	(40.00)
	Bill Payment	05/24/2023	4859	200.00
				0.00
Bill Payment #4876 - Green Hasson Janks(IQ Academy)	Bill	05/24/2023	74006	(500.00)
	Bill	05/24/2023	74354	(2,500.00)
	Bill Payment	05/24/2023	4876	3,000.00
				0.00
Bill Payment #4879 - Point Quest Pediatric Therapies, LLC(iQ Academy)	Bill	05/24/2023	INV-00075	(531.25)
	Bill Payment	05/24/2023	4879	531.25
				0.00
				(200.00)
Bill Payment #4882 - Sally Gonzalez(iQ Academy)	Bill	05/24/2023	INV-00121	
	Bill Payment	05/24/2023	4882	200.00
				(250.00)
Bill Payment #4851 - Sally Gonzalez(iQ Academy)	Bill	05/11/2023	INV-00111	
	Bill	05/11/2023	INV-00115	(250.00)
	Bill	05/11/2023	INV-00117	(175.00)
	Bill Payment	05/11/2023	4851	675.00

K12 : SA : Full Financials CA Node : IQLA
Board Disbursements A/P Payment History by Vendor
May 01, 2023 - May 31, 2023

				0.00
Bill Payment #4836 - CDW Government(IQ Academy)	Bill	05/11/2023	JD61292	(31.25)
	Bill Payment	05/11/2023	4836	31.25
				0.00
Bill Payment #4868 - Crick Software(iQ Academy)	Bill	05/24/2023	27758	(349.00)
	Bill Payment	05/24/2023	4868	349.00
				0.00
Bill Payment #4874 - Esther Igboerika(iQ Academy)	Bill	05/24/2023	INV-00023	(60.00)
	Bill Payment	05/24/2023	4874	60.00
				0.00
Bill Payment #4877 - Kadiant, LLC(iQ Academy)	Bill	05/24/2023	INV-00004	(2,345.80)
	Bill Payment	05/24/2023	4877	2,345.80
				0.00
Bill Payment #4881 - Renaissance(iQ Academy)	Bill	05/24/2023	INV5285766	(3,300.00)
	Bill Payment	05/24/2023	4881	3,300.00
				0.00
Bill Payment #4886 - SpeechRighter, Inc.(iQ Academy)	Bill	05/24/2023	INV-00184	(1,569.40)
	Bill Payment	05/24/2023	4886	1,569.40
				0.00
				0.00
			Total	903,834.76

Transaction Summary
IQ Academy California Los Angeles

Vendor	Amount
Care Solace, Inc.	2,155.75
Pitney Bowes Bank Inc Purchase Power	1,133.41
NCS Pearson, Inc.	980.24
Barrington Staffing Services	957.03
UPS	842.48
Effectual Educational Consulting Service	719.11
FusionPlus Inc	509.80
AppleOne Employment Services	379.54
Apple Inc.	262.93
Law Offices of Young, Minney & Corr, LLP	246.74
Select Staffing	238.95
DataBasics, Inc.	237.80
Certified Languages International	237.75
WPS	236.04
DROPBOX, INC.	234.15
Supreme Facility Services, Inc.	223.63
The Back Room Inc	217.52
De Lage Landen Financial Services Inc.	180.14
AXIS Teletherapy	173.69
Comm-Core	135.98
Ontario Refrigeration	129.76
BILL.COM, INC.	101.00
Quill Corporation	92.14
Staples	78.55
Document Tracking Services	78.22
City of Simi Valley	70.18
Verizon Wireless	67.80
Ray Morgan Company	42.13
Carmen Gomez Ruiz	40.78
OLIVE GARDEN	40.04
Academic Therapy Publications, Inc	34.69
Amazon	33.07
Waste Management	29.38
ADT Commercial	25.91
Sparkletts	25.81
Dutch Ryan Plumbing	16.99
School Services of California, Inc.	15.97
Western Exterminator Company	15.15
Paper Recycling & Shredding	13.32
County Fire Protection	11.90
Pitney Bowes Global Financial Services	10.58
TARGET 00024620	9.14

Transaction Summary
IQ Academy California Los Angeles

Vendor	Amount
RED ROBIN	8.66
Doctors Wellness Company LLC dba WellnessMart MD	8.43
BULLDOG-SIMI VALLEY, INC.	7.29
Grand Total	**11,309.59**

Transaction Details
iQ Academy - LA

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	iQ
Carmen Gomez Ruiz		53400 Rent and Utilities : Repairs and				600.00	40.78
	Operations and Housekeeping Ser	Maintenance	101 General	LLC 2089	April		
	Operations and Housekeeping Services Total					600.00	40.78
Carmen Gomez Ruiz Total						600.00	40.78
Paper Recycling & Shredding		52802 Office Supplies Expense :				98.00	6.66
	Office Expense	Office Supplies - COS	101 General	LLC 543488	April (4/13)		
				LLC 544611	April (4/27)	98.00	6.66
	Office Expense Total					196.00	13.32
Paper Recycling & Shredding Total						196.00	13.32
Staples		52802 Office Supplies Expense :				474.26	32.24
	Office Expense	Office Supplies - COS	101 General	LLC 3535708720	April (4/15)		
				LLC 3537382749	May (5/04)	681.30	46.31
	Office Expense Total					1,155.56	78.55
Staples Total						1,155.56	78.55
UPS		54302 Postage & Delivery Expense :				1,497.41	101.78
	Shipping	Messenger & Delivery	101 General	LLC 000073Y68E163	April (4/22)		
				LLC 000073Y68E173	April (4/29)	1,705.21	115.91
				LLC 000073Y68E183	May (5/06)	3,950.65	268.54
				LLC 000073Y68E193	May (5/13)	1,343.46	91.32
				LLC 000073Y68E203	May (5/20)	2,991.64	203.35
			280 SPED	LLC 0000V9159W163	April (4/22)	330.81	23.75
				LLC 0000V9159W173	April (4/29)	123.93	8.90
				LLC 0000V9159W183	May (5/06)	135.54	9.73
				LLC 0000V9159W193	May (5/13)	149.59	10.74
				LLC 0000V9159W203	May (5/20)	117.65	8.45
	Shipping Total					12,345.89	842.48
UPS Total						12,345.89	842.48
Waste Management		53400 Rent and Utilities : Repairs and				167.38	11.38
	Operations and Housekeeping Ser	Maintenance	101 General	LLC 6651731-0283-1	May		
				LLC 6651750-0283-1	May	264.85	18.00
	Operations and Housekeeping Services Total					432.23	29.38
Waste Management Total						432.23	29.38
AppleOne Employment Services		51806 Professional Svcs & Outside Labor : Outside Labor/Temporary				2,282.64	155.16
	Outside Service	Help	101 General	LLC 01-6605542	April (4/15)		
				LLC 01-6609351	April (4/22)	2,031.36	138.08
				LLC 01-6615897	April (4/29)	1,269.60	86.30
	Outside Service Total					5,583.60	379.54
AppleOne Employment Services Total						5,583.60	379.54
Barrington Staffing Services		51806 Professional Svcs & Outside Labor : Outside Labor/Temporary				963.20	65.47
	Outside Service	Help	101 General	LLC 42276	April (4/23)		
				LLC 42302	April (4/30)	1,655.50	112.53
				LLC 42326	May (5/07)	3,273.38	222.50
				LLC 42355	May (5/14)	3,333.58	226.60
			280 SPED	LLC 42276	April (4/23)	1,204.00	81.84
				LLC 42302	April (4/30)	1,173.90	79.79
				LLC 42326	May (5/07)	1,204.00	81.84
				LLC 42355	May (5/14)	1,204.00	86.45
	Outside Service Total					14,011.56	957.03
Barrington Staffing Services Total						14,011.56	957.03
DataBasics, Inc.		51801 Professional Svcs & Outside				3,498.40	237.80
	Outside Service-General	Labor : Other Professional Services	101 General	LLC 0811483	May		
	Outside Service-General Total					3,498.40	237.80
DataBasics, Inc. Total						3,498.40	237.80
FusionPlus Inc		51801 Professional Svcs & Outside				7,500.00	509.80
	Outside Service-General	Labor : Other Professional Services	101 General	LLC INV-998	May		
	Outside Service-General Total					7,500.00	509.80
FusionPlus Inc Total						7,500.00	509.80
Law Offices of Young, Minney & Corr, LLP		51807 Professional Svcs & Outside				3,630.00	246.74
	Legal Fees	Labor : Legal	101 General	LLC 4498	April		
	Legal Fees Total					3,630.00	246.74
Law Offices of Young, Minney & Corr, LLP Total						3,630.00	246.74
Sparkletts		52802 Office Supplies Expense :				379.70	25.81
	Office Expense	Office Supplies - COS	101 General	LLC 15182654 051423	May (5/14)		
	Office Expense Total					379.70	25.81
Sparkletts Total						379.70	25.81
		51801 Professional Svcs & Outside				1,646.32	78.22
Document Tracking Services	Outside Service-General	Labor : Other Professional Services	320 Supp- ELD Se	LLC T-930650060	April		
	Outside Service-General Total					1,646.32	78.22
Document Tracking Services Total						1,646.32	78.22
Western Exterminator Company		53400 Rent and Utilities : Repairs and				222.85	15.15
	Operations and Housekeeping Ser	Maintenance	101 General	LLC 44910327	May (5/03)		
	Operations and Housekeeping Services Total					222.85	15.15
Western Exterminator Company Total						222.85	15.15
ADT Commercial		53400 Rent and Utilities : Repairs and				381.13	25.91
	Operations and Housekeeping Ser	Maintenance	101 General	LLC 150074557	May		
	Operations and Housekeeping Services Total					381.13	25.91
ADT Commercial Total						381.13	25.91
Pitney Bowes Bank Inc Purchase Power		54301 Postage & Delivery Expense :		LLC 8000-9090-1005-2145		16,674.30	1,133.41
	Postage	Postage	101 General	051623	May (5/16)		
	Postage Total					16,674.30	1,133.41
Pitney Bowes Bank Inc Purchase Power Total						16,674.30	1,133.41
The Back Room Inc		51801 Professional Svcs & Outside				3,200.00	217.52
	Outside Service-General	Labor : Other Professional Services	101 General	LLC INV-1927	April (4/30)		
	Outside Service-General Total					3,200.00	217.52
The Back Room Inc Total						3,200.00	217.52
Verizon Wireless		56504 Program Fees & Other				997.47	67.80
	Telephone - Adminstration	Instructional : Admin - Telephone	101 General	LLC 9934032879	April		
	Telephone - Adminstration Total					997.47	67.80
Verizon Wireless Total						997.47	67.80
Doctors Wellness Company LLC dba WellnessMart		51801 Professional Svcs & Outside				124.00	8.43
MD	Outside Service-General	Labor : Other Professional Services	101 General	LLC CVA20230430	April (4/20)		
	Outside Service-General Total					124.00	8.43
Doctors Wellness Company LLC dba WellnessMart MD Total						124.00	8.43
		51801 Professional Svcs & Outside				1,126.50	237.75
Certified Languages International	Outside Service-General	Labor : Other Professional Services	320 Supp- ELD Se	LLC 74586043023	April		
	Outside Service-General Total					1,126.50	237.75

Transaction Details
iQ Academy - LA

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	iQ
Certified Languages International Total						1,126.50	237.75
Comm-Core	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 1072981	May	2,000.52	135.98
	Communications Total					2,000.52	135.98
Comm-Core Total						2,000.52	135.98
School Services of California, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0137400-IN	May	235.00	15.97
	Outside Service-General Total					235.00	15.97
School Services of California, Inc. Total						235.00	15.97
Effectual Educational Consulting Service	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC 9650	October	4,200.00	285.49
				LLC 10544	March	7,140.00	433.62
	Subagreements for Services Total					11,340.00	719.11
Effectual Educational Consulting Service Total						11,340.00	719.11
De Lage Landen Financial Services Inc.	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 79760344	May	2,650.19	180.14
	Equipment Rental Expense Total					2,650.19	180.14
De Lage Landen Financial Services Inc. Total						2,650.19	180.14
Ontario Refrigeration	Operations and Housekeeping Ser	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC GW26358	May (5/11)	1,909.00	129.76
	Operations and Housekeeping Services Total					1,909.00	129.76
Ontario Refrigeration Total						1,909.00	129.76
AXIS Teletherapy	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC 1950	April	2,860.00	173.69
	Subagreements for Services Total					2,860.00	173.69
AXIS Teletherapy Total						2,860.00	173.69
Supreme Facility Services, Inc.	Operations and Housekeeping Ser	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3370	May	3,290.00	223.63
	Operations and Housekeeping Services Total					3,290.00	223.63
Supreme Facility Services, Inc. Total						3,290.00	223.63
Dutch Ryan Plumbing	Operations and Housekeeping Ser	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 8097	May (5/19)	250.00	16.99
	Operations and Housekeeping Services Total					250.00	16.99
Dutch Ryan Plumbing Total						250.00	16.99
City of Simi Valley	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	1020241547	May	1,032.50	70.18
	Utilities Total					1,032.50	70.18
City of Simi Valley Total						1,032.50	70.18
Select Staffing	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 8408816122	April (4/16)	1,260.00	85.65
				LLC 8408834299	April (4/23)	1,260.00	85.65
				LLC 8408842520	April (4/30)	995.40	67.66
	Outside Service Total					3,515.40	238.95
Select Staffing Total						3,515.40	238.95
Amazon	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	(blank)	May	83.72	5.69
				8187418	May	42.30	2.88
				8472255	May	102.94	7.00
				8072239	May	245.21	16.67
				9123449	May	12.39	0.84
	Office Expense Total					486.56	33.07
Amazon Total						486.56	33.07
Apple Inc.	Computer Expense	54811 Computer & Maintenance Expense : Repairs & Maintenance	280 SPED	LLC AL06100386	February (2/08)	500.00	33.99
				LLC AL06791047	February (2/11)	3,193.15	217.05
				LLC AL07320663	February (2/10)	175.00	11.90
	Computer Expense Total					3,868.15	262.93
Apple Inc. Total						3,868.15	262.93
Care Solace, Inc.	Prepaid Other	13514 Prepaid Other	740 Title IV	LLC 2023-11044	May (5/01)	51,000.00	2,155.75
	Prepaid Other Total					51,000.00	2,155.75
Care Solace, Inc. Total						51,000.00	2,155.75
DROPBOX, INC.	Computer Expense	54811 Computer & Maintenance Expense : Repairs & Maintenance	730 CSI	LLC 27849245	April (4/18)	1,500.00	234.15
	Computer Expense Total					1,500.00	234.15
DROPBOX, INC. Total						1,500.00	234.15
Pitney Bowes Global Financial Services	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 1022963021	April (4/19)	155.62	10.58
	Office Expense Total					155.62	10.58
Pitney Bowes Global Financial Services Total						155.62	10.58
Quill Corporation	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 31944036	April (4/13)	165.59	11.26
				LLC 32047770	April (4/19)	103.21	7.02
				LLC 32121596	April (4/24)	314.52	21.38
				LLC 32150184	April (4/26)	156.36	10.63
				LLC 32177989	April (4/27)	615.83	41.86
	Office Expense Total					1,355.51	92.14
Quill Corporation Total						1,355.51	92.14
Ray Morgan Company	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 4091133	April (4/24)	619.83	42.13
	Equipment Rental Expense Total					619.83	42.13
Ray Morgan Company Total						619.83	42.13
WPS	Materials and Supplies	56334 Program Fees & Other Instructional : Program Fees - Non K12 Teacher Materials	280 SPED	LLC Q20770	April (4/20)	568.85	40.85
				LLC Q21533	May (5/16)	3,336.64	195.19
	Materials and Supplies Total					3,905.49	236.04
WPS Total						3,905.49	236.04
Academic Therapy Publications, Inc	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC 312075	May (5/19)	474.50	34.69
	Non K12 Curriculum Total					474.50	34.69
Academic Therapy Publications, Inc Total						474.50	34.69
County Fire Protection	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 23-28979	May (5/11)	175.00	11.90
	Outside Service-General Total					175.00	11.90
County Fire Protection Total						175.00	11.90

Transaction Details
iQ Academy - LA

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	IQ
						16,756.40	980.24
NCS Pearson, Inc.	Prepaid Expense	13514 Prepaid Other	280 SPED	LLC Quote/Proforma # 200399	May (5/02)		
	Prepaid Expense Total					16,756.40	980.24
NCS Pearson, Inc. Total						16,756.40	980.24
		52802 Office Supplies Expense :				589.08	40.04
OLIVE GARDEN	Office Expense	Office Supplies - COS	101 General	115233208807	May		
	Office Expense Total					589.08	40.04
OLIVE GARDEN Total						589.08	40.04
		52802 Office Supplies Expense :				99.58	6.77
TARGET 00024620	Office Expense	Office Supplies - COS	101 General	17674	May		
				15060	May	6.00	0.41
				10849	May	28.93	1.97
	Office Expense Total					134.51	9.14
TARGET 00024620 Total						134.51	9.14
		52802 Office Supplies Expense :				107.25	7.29
BULLDOG-SIMI VALLEY, INC.	Office Expense	Office Supplies - COS	101 General	213552098	May		
	Office Expense Total					107.25	7.29
BULLDOG-SIMI VALLEY, INC. Total						107.25	7.29
		52802 Office Supplies Expense :				127.39	8.66
RED ROBIN	Office Expense	Office Supplies - COS	101 General	490770	May		
	Office Expense Total					127.39	8.66
RED ROBIN Total						127.39	8.66
		55801 Dues, Memberships &				1,274.00	101.00
BILL.COM, INC.	Dues and Memberships	Research Svcs : Memberships	101 General	23059321227	April		
	Dues and Memberships Total					1,274.00	101.00
BILL.COM, INC. Total						1,274.00	101.00
Grand Total						185,317.41	11,309.59

IQ Academy California Los Angeles
Board Disbursements Monthly Payment Summary
June 01, 2023 - June 30, 2023

Vendor	Amount
Insperity(IQ Academy)	803,756.42
K12 MANAGEMENT INC	590,905.00
California Virtual Academy@ Los Angeles(IQ Academy)	321,954.00
LACOE Division of School Financial Srvcs(IQ Academy)	124,127.31
California Virtual Academy@ San Diego(iQ Academy)	37,141.00
Anchor Counseling & Education Solutions(iQ Academy)	21,668.57
Marriott - Burbank Airport(iQ Academy)	19,533.02
Effectual Educational Consulting Service(iQ Academy)	19,223.75
Christopher Chaidez dba Upward Bound School Inc.(iQ Academy)	16,658.44
PresenceLearning, Inc.(iQ Academy)	10,856.50
Cornerstone Educational Solutions(iQ Academy)	10,774.49
El Paseo Children's Center, Inc.(iQ Academy)	10,730.30
EverDriven Technologies LLC(iQ Academy)	9,636.97
ECE 4 Autism(iQ Academy)	9,283.50
Village Glen School(iQ Academy)	7,225.60
National TeleTherapy Resources, a Speech Pathology Corp.(iQ Academy)	6,068.66
Specialized Therapy Services Inc(iQ Academy)	5,612.50
EMHSports USA, Inc(iQ Academy)	5,610.00
California State Board of Equalization(IQ Academy)	5,392.92
Speech Guy, LLC(iQ Academy)	4,765.65
California Teachers Association(iQ Academy)	4,723.20
Sunrise School(iQ Academy)	4,682.00
Specialized Education of California, Inc.(iQ Academy)	4,483.52
The Silly Room(iQ Academy)	4,465.00
Bridgeport School(iQ Academy)	4,063.04
E-Therapy LLC(iQ Academy)	3,921.66
Law Offices of Young, Minney & Corr, LLP(iQ Academy)	3,406.50
Rids Brother Company Inc(iQ Academy)	3,400.00
Communicology, Inc., DBA Connect Teletherapy(iQ Academy)	2,964.58
EBS Healthcare Inc.(iQ Academy)	2,846.29
TalkPath Live(iQ Academy)	2,370.75
Braille Consultants, Inc.(iQ Academy)	2,210.00
Virtual Technologies Group, Inc(iQ Academy)	2,126.72
Braille Abilities, LLC(iQ Academy)	2,057.31
Vista Del Mar Child & Family Services(iQ Academy)	1,944.08
Institute for the Redesign of Learning DBA The Almansor Center(iQ Academy)	1,611.51
Classwork Co DBA Classkick(iQ Academy)	1,499.00
Kadiant, LLC(iQ Academy)	1,370.00
Partners in Special Education(iQ Academy)	1,365.00
American Printing House for the Blind, Inc.(iQ Academy)	1,128.00

IQ Academy California Los Angeles
Board Disbursements Monthly Payment Summary
June 01, 2023 - June 30, 2023

Vendor	Amount
DW Educational Research, Inc(iQ Academy)	1,000.00
The Miri Center. A Professional Psychological Corporation(iQ Academy)	920.00
Green Hasson Janks(iQ Academy)	900.00
Sally Gonzalez(iQ Academy)	850.00
Grace Speech Therapy Corp.(iQ Academy)	750.00
WestView School of Arts and Technology(iQ Academy)	748.68
TheraStaffers(iQ Academy)	743.38
eLuma(iQ Academy)	730.76
Point Quest Pediatric Therapies, LLC(iQ Academy)	625.00
Children's Therapy Network(iQ Academy)	600.00
Arc Speech Pathology Network DBA Arc Therapy Network(iQ Academy)	531.25
Esther Igboerika(iQ Academy)	520.00
Jostens(iQ Academy)	502.45
Adapted Child's Play(iQ Academy)	480.00
DV Therapy Inc.(iQ Academy)	240.00
Bridge The Gap Sped, LLC(iQ Academy)	183.75
Daniel Evans(iQ Academy)	178.06
Amazon Capital Services(iQ Academy)	119.49
Lauren Browne(iQ Academy)	83.87
Erika Alfaro(iQ Academy)	78.75
Grand Total	**2,108,348.20**

IQ Academy California Los Angeles
Board Disbursements Monthly Payment Detail
June 01, 2023 - June 30, 2023

Vendor Name	Products and Services
Adapted Child's Play	Special Education Contracted Services
Amazon Capital Services	Staff Office Supplies
American Printing House for the Blind, Inc.	ELD Curriculum
Anchor Counseling & Education Solutions	Special Education Contracted Services
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services
Braille Abilities, LLC	Special Education Orientation and Mobility Services
Braille Consultants, Inc.	Special Education Vision Instruction Services
Bridge The Gap Sped, LLC	Special Education Contracted Services
Bridgeport School	Special Education Contracted Services
California State Board of Equalization	Use Tax TRUE-UP
California Teachers Association	Special Education Contracted Services
California Virtual Academy@ Los Angeles	Intercompany Payment
California Virtual Academy@ San Diego	Intercompany Payment
Children's Therapy Network	Special Education Contracted Services
Christopher Chaidez dba Upward Bound School Inc.	Special Education Contracted Services
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services
Classwork Co DBA Classkick	Classkick Pro School Pilot Subscription
Communicology, Inc., DBA Connect Teletherapy	Special Education Contracted Services
Daniel Evans	ISP Subsidy
DV Therapy Inc.	Special Education Occupational Physical Therapy
DW Educational Research, Inc	Special Education Contracted Services
EBS Healthcare Inc.	Special Education Contracted Services
ECE 4 Autism	Special Education Contracted Services
Effectual Educational Consulting Service	Special Education Services
El Paseo Children's Center, Inc.	Special Education Contracted Services
eLuma	Special Individual Counseling Services
EMHSports USA, Inc	Special Education Contracted Services
Erika Alfaro	Fall 2022 Textbook Reimbursement
Esther Igboerika	Nurse IEP Attendance
E-Therapy LLC	Special Education Contracted Services
EverDriven Technologies LLC	Fuel Surcharge
Grace Speech Therapy Corp.	SLP IEP Attendance
Green Hasson Janks	Professional Services
Insperity	PEO - Payroll Services and HR Admin Services provider
Institute for the Redesign of Learning DBA The Almansor Center	SAI & Related Services
Jostens	Materials
K12 MANAGEMENT INC	OLS, Materials, Computers, Support Services, Technology
Kadiant, LLC	Special Education Contracted Services
LACOE Division of School Financial Srvcs	STRS Retirement
Lauren Browne	ISP Subsidy
Law Offices of Young, Minney & Corr, LLP	Legal Services
Marriott - Burbank Airport	Travel
MK Innovations Inc dba The Silly Room	Special Education Contracted Services
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services
Partners in Special Education	Special Education Contracted Services
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy
Rids Brother Company Inc	Transportation Services
Sally Gonzalez	Special Education Professional Services
Specialized Education of California, Inc.	Special Education Contracted Services
Specialized Therapy Services Inc	Special Education Contracted Services
Speech Guy, LLC	Special Education Contracted Services
Sunrise School	SAI & Related Services
The Miri Center. A Professional Psychological Corporation	Special Education Contracted Services
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy
Village Glen School	Special Education Contracted Services
Virtual Technologies Group, Inc	Laptops
Vista Del Mar/Vista School (NPS)	Special Education Contracted Services - SAI & Related Services
WestView School of Arts and Technology	SAI, trans & counseling

K12 : SA : Full Financials CA Node : IQLA
Board Disbursements A/P Payment History by Vendor
June 01, 2023 - June 30, 2023

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
					(250.00)
Bill Payment #4948 - Arc Speech Pathology Network DBA Arc Therapy Network(iQ Academy)	Bill	06/28/2023	INV-00526		
	Bill Payment	06/29/2023	4948		250.00
					(281.25)
Bill Payment #4894 - Arc Speech Pathology Network DBA Arc Therapy Network(iQ Academy)	Bill	06/07/2023	INV-00512		
	Bill Payment	06/07/2023	4894		281.25
					0.00
Bill Payment #4898 - California Teachers Association(IQ Academy)	Bill	06/07/2023	Union Dues - 052023		(4,723.20)
	Bill Payment	06/07/2023	4898		4,723.20
					0.00
Bill Payment #4901 - Communicology, Inc., DBA Connect Teletherapy(iQ Academy)	Bill	06/07/2023	INV-00792		(86.25)
	Bill	06/07/2023	INV-00791		(1,450.83)
	Bill	06/07/2023	INV-00814		(1,140.00)
	Bill	06/07/2023	INV-00816		(287.50)
	Bill Payment	06/07/2023	4901		2,964.58
					0.00
					(10,774.49)
Bill Payment #4952 - Christy Bock dba Cornerstone Educational Solutions(iQ Academy)	Bill	06/28/2023	INV-00273		
	Bill Payment	06/29/2023	4952		10,774.49
					0.00
Bill Payment #4928 - EBS Healthcare Inc.(IQ Academy)	Bill	06/15/2023	INV-02683		(847.38)
	Bill	06/15/2023	INV-02710		(114.00)
	Bill Payment	06/15/2023	4928		961.38
Bill Payment #4904 - EBS Healthcare Inc.(IQ Academy)	Bill	06/07/2023	INV-02637		(1,203.79)
	Bill	06/07/2023	INV-02649		(228.00)
	Bill	06/07/2023	INV-02664		(339.12)
	Bill	06/07/2023	INV-02666		(114.00)
	Bill Payment	06/07/2023	4904		1,884.91
Amount Unapplied - Bill Payment #4904 - EBS Healthcare Inc.(IQ Academy)					0.00
					0.00
					(9,283.50)
Bill Payment #4954 - ECE 4 Autism(iQ Academy)	Bill	06/28/2023	02203118		
	Bill Payment	06/29/2023	4954		9,283.50
					0.00
Bill Payment #4956 - Effectual Educational Consulting Service(IQ Academy)	Bill	06/28/2023	INV-06827		(230.00)
	Bill	06/29/2023	INV-06840		(2,610.00)
	Bill Payment	06/29/2023	4956		2,840.00
Bill Payment #4929 - Effectual Educational Consulting Service(IQ Academy)	Bill	06/15/2023	INV-06741		(1,960.00)
	Bill	06/15/2023	INV-06753		(923.75)
	Bill	06/15/2023	INV-06761		(981.25)
	Bill	06/15/2023	INV-06771		(1,286.25)
	Bill	06/15/2023	INV-06782		(36.25)
	Bill	06/15/2023	INV-06791		(943.75)
	Bill	06/15/2023	INV-06803		(3,197.50)
	Bill	06/15/2023	INV-06805		(195.00)
	Bill	06/15/2023	INV-06807		(2,040.00)
	Bill Payment	06/15/2023	4929		11,563.75
Bill Payment #4905 - Effectual Educational Consulting Service(IQ Academy)	Bill	06/07/2023	INV-06705		(2,340.00)
	Bill	06/07/2023	INV-06731		(2,480.00)
	Bill Payment	06/07/2023	4905		4,820.00
					0.00
Bill Payment #4930 - eLuma(IQ Academy)	Bill	06/15/2023	VST-01041		(730.76)
	Bill Payment	06/15/2023	4930		730.76
					0.00
Bill Payment #4955 - EMHSports USA, Inc(IQ Academy)	Bill	06/29/2023	INV-03193		(510.00)
	Bill	06/29/2023	INV-03209		(510.00)
	Bill Payment	06/29/2023	4955		1,020.00
Bill Payment #4931 - EMHSports USA, Inc(IQ Academy)	Bill	06/15/2023	INV-03178		(1,530.00)
	Bill	06/15/2023	INV-03183		(1,530.00)
	Bill Payment	06/15/2023	4931		3,060.00

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Bill Payment #4907 - EMHSports USA, Inc(IQ Academy)					(1,530.00)
	Bill	06/07/2023	INV-03152		
	Bill Payment	06/07/2023	4907		1,530.00
					0.00
Bill Payment #4953 - E-Therapy LLC(IQ Academy)					(2,631.60)
	Bill	06/29/2023	INV-06360		
	Bill Payment	06/29/2023	4953		2,631.60
Bill Payment #4927 - E-Therapy LLC(IQ Academy)					(743.56)
	Bill	06/15/2023	INV-06346		
	Bill Payment	06/15/2023	4927		743.56
Bill Payment #4903 - E-Therapy LLC(IQ Academy)					(546.50)
	Bill	06/07/2023	INV-06324		
	Bill Payment	06/07/2023	4903		546.50
					0.00
Bill Payment #ACH 6/26/23 - K12 MANAGEMENT INC					(113,335.28)
	Bill	10/12/2022	iQ - INV-003-7808 - Sep 2022 - K12 SS&T	iQ - INV-003-7808 - Sep 2022 - K12 SS&T	
	Bill	10/14/2022	iQ - INV-003-7832 - Oct 2022 K12 Materials	iQ - INV-003-7832 - Oct 2022 K12 Materials	(57,027.00)
	Bill	10/14/2022	iQ - INV-003-7876 - Oct 2022 K12 OLS	iQ - INV-003-7876 - Oct 2022 K12 OLS	(195,828.50)
	Bill	10/17/2022	iQ - INV-003-7934 - Sep 2022 - Lease charges	iQ - INV-003-7934 - Sep 2022 - Lease charges	(2,774.24)
	Bill	10/19/2022	iQ - INV-003-7965 - Oct 2022 K12 Computers	iQ - INV-003-7965 - Oct 2022 K12 Computers	(53,730.00)
	Bill	11/09/2022	iQ - INV-003-8117 - Oct 2022 - K12 SS&T	iQ - INV-003-8117 - Oct 2022 - K12 SS&T	(168,209.98)
	Bill Payment	06/26/2023	ACH 6/26/23	June 2023 pmt to K12	590,905.00
Bill Credit #iQLA - CM-003-1123 - Jun 23 - Teacher OLS - K12 MANAGEMENT INC					(2,200.00)
	Bill	12/19/2022	IQ - INV-003-8824 - Dec 2022 - Teacher OLS	IQ - INV-003-8824 - Dec 2022 - Teacher OLS	
	Bill Credit	06/22/2023	iQLA - CM-003-1123 - Jun 23 - Teacher OLS	iQLA - CM-003-1123 - Jun 23 - Teacher OLS	2,200.00
					0.00
Bill Payment #4962 - National TeleTherapy Resources, a Speech Pathology Corp.(iQ Academy)					(501.68)
	Bill	06/28/2023	INV-05043		
	Bill	06/28/2023	INV-05046		(407.96)
	Bill	06/28/2023	INV-05047		(698.30)
	Bill	06/28/2023	INV-05048		(694.63)
	Bill	06/28/2023	INV-05059		(325.26)
	Bill	06/28/2023	INV-05060		(684.02)
	Bill	06/28/2023	INV-05061		(900.92)
	Bill	06/28/2023	INV-05082		(61.29)
	Bill	06/29/2023	INV-05083		(132.38)
	Bill Payment	06/29/2023	4962		4,406.44
Bill Payment #4912 - National TeleTherapy Resources, a Speech Pathology Corp.(iQ Academy)					(578.34)
	Bill	06/07/2023	INV-04912		
	Bill	06/07/2023	INV-04919		(15.62)
	Bill	06/07/2023	INV-04931		(349.15)
	Bill	06/07/2023	INV-04970		(719.11)
	Bill Payment	06/07/2023	4912		1,662.22
					0.00
Bill Payment #4964 - PresenceLearning, Inc.(iQ Academy)					(93.75)
	Bill	06/28/2023	INV-08195		
	Bill	06/29/2023	INV-08218		(1,063.50)
	Bill	06/29/2023	INV-08219		(990.50)
	Bill	06/29/2023	INV-08220		(314.50)
	Bill	06/29/2023	INV-08224		(725.00)
	Bill Payment	06/29/2023	4964		3,187.25
Bill Payment #4938 - PresenceLearning, Inc.(iQ Academy)					(437.50)
	Bill	06/15/2023	INV-08115		
	Bill	06/15/2023	INV-08175		(725.00)
	Bill	06/15/2023	INV-08176		(1,075.25)
	Bill	06/15/2023	INV-08177		(1,056.00)
	Bill	06/15/2023	INV-08178		(1,178.50)
	Bill	06/15/2023	INV-08179		(1,104.00)
	Bill	06/15/2023	INV-08180		(1,058.50)
	Bill	06/15/2023	INV-08181		(842.50)
	Bill	06/15/2023	INV-08182		(120.00)
	Bill	06/15/2023	INV-08183		(72.00)
	Bill Payment	06/15/2023	4938		7,669.25
					0.00
Bill Payment #4968 - Speech Guy, LLC(iQ Academy)					(1,459.38)
	Bill	06/28/2023	INV-00836		
	Bill Payment	06/29/2023	4968		1,459.38

					(3,306.27)
Bill Payment #4916 - Speech Guy, LLC(iQ Academy)	Bill	06/07/2023	INV-00826		
	Bill Payment	06/07/2023	4916		3,306.27
					0.00
Bill Payment #ACH 6/5/23 - California State Board					(5,392.92)
of Equalization(IQ Academy)	Journal	05/22/2023	JE-207-1528	19DPmay23IQ - Record Use Tax for May '23	
					(5,392.92)
Bill Payment #4914 - PrentGraf Ltd dba TalkPath					(2,370.75)
Live(iQ Academy)	Bill	06/07/2023	INV-00654		
	Bill Payment	06/07/2023	4914		2,370.75
					0.00
Bill Payment #4961 - MK Innovations Inc dba The					(1,565.00)
Silly Room(iQ Academy)	Bill	06/28/2023	INV-00504		
	Bill Payment	06/29/2023	4961		1,565.00
Bill Payment #4935 - MK Innovations Inc dba The					(2,900.00)
Silly Room(iQ Academy)	Bill	06/15/2023	INV-00493		
	Bill Payment	06/15/2023	4935		2,900.00
					0.00
Bill Payment #4942 - Virtual Technologies Group,					(1,059.92)
Inc(IQ Academy)	Bill	06/15/2023	201954		
	Bill Payment	06/15/2023	4942		1,059.92
Bill Payment #4921 - Virtual Technologies Group,					(1,066.80)
Inc(IQ Academy)	Bill	06/07/2023	201667		
	Bill Payment	06/07/2023	4921		1,066.80
					0.00
Bill Payment #4947 - Anchor Counseling &					(23.75)
Education Solutions(IQ Academy)	Bill	06/28/2023	INV-06239		
	Bill	06/28/2023	INV-06176		(185.35)
	Bill	06/28/2023	INV-06227		(1,500.00)
	Bill	06/28/2023	INV-06197		(390.00)
	Bill	06/28/2023	INV-06137		(4,451.63)
	Bill	06/28/2023	INV-06151		(4,460.25)
	Bill	06/28/2023	INV-06159		(345.00)
	Bill	06/28/2023	INV-06173		(375.00)
	Bill	06/28/2023	INV-06185		(300.00)
	Bill	06/28/2023	INV-06208		(210.00)
	Bill	06/28/2023	INV-06224		(375.00)
	Bill Payment	06/29/2023	4947		12,615.98
Bill Payment #4893 - Anchor Counseling &					(7,031.89)
Education Solutions(IQ Academy)	Bill	06/07/2023	INV-06091		
	Bill	06/07/2023	INV-06104		(990.00)
	Bill	06/07/2023	INV-06105		(370.70)
	Bill	06/07/2023	INV-06114		(660.00)
	Bill Payment	06/07/2023	4893		9,052.59
					(0.00)
Amount Unapplied - Bill Payment #4947 - Anchor Counseling & Education Solutions(IQ Academy)					
					(0.00)
Bill Payment #4911 - Law Offices of Young, Minney					(3,406.50)
& Corr, LLP(IQ Academy)	Bill	06/07/2023	5011		
	Bill Payment	06/07/2023	4911		3,406.50
					0.00
Bill Payment #4951 - Children's Therapy					(312.50)
Network(IQ Academy)	Bill	06/28/2023	INV-01074		
	Bill Payment	06/29/2023	4951		312.50
Bill Payment #4925 - Children's Therapy					(287.50)
Network(IQ Academy)	Bill	06/15/2023	INV-01064		
	Bill Payment	06/15/2023	4925		287.50
					0.00
Bill Payment #4957 - El Paseo Children's Center,					(6,625.35)
Inc.(iQ Academy)	Bill	06/28/2023	INV-00726		
	Bill Payment	06/29/2023	4957		6,625.35
Bill Payment #4906 - El Paseo Children's Center,					(4,104.95)
Inc.(iQ Academy)	Bill	06/07/2023	INV-00717		
	Bill Payment	06/07/2023	4906		4,104.95
					0.00
					(239.25)
Bill Payment #4941 - TheraStaffers(iQ Academy)	Bill	06/15/2023	INV-00249		
	Bill	06/15/2023	INV-00260		(81.75)
	Bill Payment	06/15/2023	4941		321.00
					(422.38)
Bill Payment #4919 - TheraStaffers(iQ Academy)	Bill	06/07/2023	INV-00229		
	Bill Payment	06/07/2023	4919		422.38
					0.00
					(4,682.00)
Bill Payment #4917 - Sunrise School(iQ Academy)	Bill	06/07/2023	IQA0423SR		

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Bill Payment #4917 - Sunrise School(iQ Academy)	Bill Payment	06/07/2023	4917		4,682.00
					0.00
Bill Payment #4897 - Bridgeport School(iQ Academy)					(4,063.04)
	Bill	06/07/2023	IQA0423BP		
	Bill Payment	06/07/2023	4897		4,063.04
					0.00
Bill Payment #4920 - Village Glen School(iQ Academy)					(3,942.04)
	Bill	06/07/2023	IQA0423VG		
	Bill	06/07/2023	IQA0423VGW		(3,283.56)
	Bill Payment	06/07/2023	4920		7,225.60
					0.00
Bill Payment #ACH 6/5/23 - California State Board of Equalization(IQ Academy)	Bill Payment	06/13/2023	ACH 6/5/23	IQ - Record Use Tax for May'23	5,392.92
					5,392.92
Bill Payment #4963 - Partners in Special Education(iQ Academy)					(160.00)
	Bill	06/28/2023	INV-00881		
	Bill	06/28/2023	INV-00883		(165.00)
	Bill Payment	06/29/2023	4963		325.00
Bill Payment #4936 - Partners in Special Education(iQ Academy)					(800.00)
	Bill	06/15/2023	INV-00873		
	Bill Payment	06/15/2023	4936		800.00
Bill Payment #4913 - Partners in Special Education(iQ Academy)					(160.00)
	Bill	06/07/2023	INV-00854		
	Bill	06/07/2023	INV-00862		(80.00)
	Bill Payment	06/07/2023	4913		240.00
					0.00
Bill Payment #4967 - Specialized Therapy Services Inc(IQ Academy)					(4,196.25)
	Bill	06/28/2023	INV-01041		
	Bill	06/29/2023	INV-01056		(1,286.25)
	Bill	06/29/2023	INV-01062		(130.00)
	Bill Payment	06/29/2023	4967		5,612.50
					0.00
Bill Payment #ACH 06/29 STRS - LACOE Division of School Financial Srvcs(IQ Academy)					(124,127.31)
	Bill	06/29/2023	IQ - Jun 2023 STRS	IQ - Jun 2023 STRS	
	Bill Payment	06/29/2023	ACH 06/29 STRS	IQ - Jun 2023 STRS	124,127.31
					0.00
Bill Payment #ACHS in June 2023 - Insperity(IQ Academy)					(781,180.01)
	Bill	06/28/2023	IQ Payroll for June 2023	IQ Payroll for June 2023	
	Bill Payment	06/28/2023	ACHS in June 2023	IQ Payroll for June 2023	781,180.01
Bill Payment #ACH 6/30/23 - Insperity(IQ Academy)					(22,576.41)
	Bill	06/30/2023	IQ - Bonus (late payroll)	IQ - Bonus (late payroll)	
	Bill Payment	06/29/2023	ACH 6/30/23	IQ - Bonus (late payroll)	22,576.41
					0.00
Bill Payment #4926 - DV Therapy Inc.(iQ Academy)					(240.00)
	Bill	06/15/2023	INV-00178		
	Bill Payment	06/15/2023	4926		240.00
					0.00
Bill Payment #4923 - WestView School of Arts and Technology(iQ Academy)					(227.56)
	Bill	06/07/2023	CVA0423WV		
	Bill	06/07/2023	IQA0423WV		(521.12)
	Bill Payment	06/07/2023	4923		748.68
					(0.00)
Bill Payment #4946 - Amazon Capital Services(iQ Academy)					(119.49)
	Bill	06/28/2023	179V-G9TV-7MRQ		
	Bill Payment	06/29/2023	4946		119.49
					0.00
Bill Payment #4924 - Braille Consultants, Inc.(IQ Academy)					(1,190.00)
	Bill	06/15/2023	INV-01587		
	Bill Payment	06/15/2023	4924		1,190.00
Bill Payment #4895 - Braille Consultants, Inc.(IQ Academy)					(340.00)
	Bill	06/07/2023	INV-01577		
	Bill	06/07/2023	INV-01580		(340.00)
	Bill	06/07/2023	INV-01583		(340.00)
	Bill Payment	06/07/2023	4895		1,020.00
					0.00
Bill Payment #4966 - Specialized Education of California, Inc.(iQ Academy)					(4,483.52)
	Bill	06/28/2023	INV164966		
	Bill Payment	06/29/2023	4966		4,483.52
					0.00
Journal #JE-207-1548 -	Journal	05/22/2023	JE-207-1528	19DPmay23IQ - Record Use Tax for May '23	(0.08)
					0.08
	Journal	06/09/2023	JE-207-1548	51DPjune23IQ - Use Tax TRUE-UP for May 2022	
					0.00
Bill Payment #4933 - Grace Speech Therapy Corp.(iQ Academy)					(150.00)
	Bill	06/15/2023	INV-00187		
	Bill	06/15/2023	INV-00179		(120.00)

Bill Payment #4933 - Grace Speech Therapy Corp.(iQ	Bill	06/15/2023	INV-00195	(30.00)
	Bill Payment	06/15/2023	4933	300.00
				(150.00)
Bill Payment #4908 - Grace Speech Therapy Corp.(iQ Academy)	Bill	06/07/2023	INV-00153	
	Bill	06/07/2023	INV-00122	(60.00)
	Bill	06/07/2023	INV-00133	(90.00)
	Bill	06/07/2023	INV-00141	(90.00)
	Bill	06/07/2023	INV-00167	(60.00)
	Bill Payment	06/07/2023	4908	450.00
				0.00
				(920.00)
Bill Payment #4918 - The Miri Center. A Professional Psychological Corporation(iQ Academy)	Bill	06/07/2023	INV-00308	
	Bill Payment	06/07/2023	4918	920.00
				0.00
				(1,944.08)
Bill Payment #4922 - Vista Del Mar/Vista School (NPS)(iQ Academy)	Bill	06/07/2023	0423 - RSY	
	Bill Payment	06/07/2023	4922	1,944.08
				0.00
				(480.00)
Bill Payment #4945 - Adapted Child's Play(iQ Academy)	Bill	06/28/2023	INV-00307	
	Bill Payment	06/29/2023	4945	480.00
				0.00
				(900.00)
Bill Payment #4960 - Green Hasson Janks(IQ Academy)	Bill	06/28/2023	75008	
	Bill Payment	06/29/2023	4960	900.00
				0.00
				(625.00)
Bill Payment #4937 - Point Quest Pediatric Therapies, LLC(iQ Academy)	Bill	06/15/2023	INV-00085	
	Bill Payment	06/15/2023	4937	625.00
				0.00
				(75.00)
Bill Payment #4965 - Sally Gonzalez(iQ Academy)	Bill	06/28/2023	INV-00136	
	Bill Payment	06/29/2023	4965	75.00
				(200.00)
Bill Payment #4940 - Sally Gonzalez(iQ Academy)	Bill	06/15/2023	INV-00134	
	Bill Payment	06/15/2023	4940	200.00
				(175.00)
Bill Payment #4915 - Sally Gonzalez(iQ Academy)	Bill	06/07/2023	INV-00123	
	Bill	06/07/2023	INV-00128	(225.00)
	Bill	06/07/2023	INV-00130	(175.00)
	Bill Payment	06/07/2023	4915	575.00
				0.00
				(520.00)
Bill Payment #4959 - Esther Igboerika(iQ Academy)	Bill	06/28/2023	INV-00030	
	Bill Payment	06/29/2023	4959	520.00
				0.00
Bill Payment #4934 - Kadiant, LLC(iQ Academy)	Bill	06/15/2023	INV-00008	(1,370.00)
	Bill Payment	06/15/2023	4934	1,370.00
				0.00
				(19,533.02)
Bill Payment #4891 - Marriott - Burbank Airport(IQ Academy)	Bill	04/22/2023	1	
	Bill Payment	06/06/2023	4891	19,533.02
				0.00
				(1,128.00)
Bill Payment #4892 - American Printing House for the Blind, Inc.(iQ Academy)	Bill	06/07/2023	A089927	
	Bill Payment	06/07/2023	4892	1,128.00
				0.00
				(52.50)
Bill Payment #4950 - Bridge The Gap Sped, LLC(iQ Academy)	Bill	06/28/2023	INV-00099	
	Bill Payment	06/29/2023	4950	52.50
				(131.25)
Bill Payment #4896 - Bridge The Gap Sped, LLC(iQ Academy)	Bill	06/07/2023	INV-00092	
	Bill Payment	06/07/2023	4896	131.25
				0.00
				(4,997.53)
Bill Payment #4899 - Christopher Chaidez dba Upward Bound School Inc.(iQ Academy)	Bill	06/07/2023	INV-00109	
	Bill	06/07/2023	INV-00098	(11,660.91)
	Bill Payment	06/07/2023	4899	16,658.44
				0.00
				(1,499.00)
Bill Payment #4900 - Classwork Co DBA Classkick(iQ Academy)	Bill	06/07/2023	08ADSE11-0001	
	Bill Payment	06/07/2023	4900	1,499.00
				0.00
				(1,000.00)
Bill Payment #4902 - DW Educational Research, Inc(iQ Academy)	Bill	06/07/2023	1921	

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Bill Payment #4902 - DW Educational Research,	Bill Payment	06/07/2023	4902		1,000.00
					0.00
					(1,611.51)
Bill Payment #4909 - Institute for the Redesign of Learning DBA The Almansor Center(iQ Academy)	Bill	06/07/2023	0000043550		
	Bill Payment	06/07/2023	4909		1,611.51
					0.00
Bill Payment #4910 - Jostens(IQ Academy)	Bill	06/07/2023	1971-IQCG		(107.25)
	Bill	06/07/2023	1971-IQFAC		(364.80)
	Bill	06/07/2023	1971-IQFAC#2		(30.40)
	Bill Payment	06/07/2023	4910		502.45
					0.00
Bill Payment #4932 - EverDriven Technologies LLC(iQ Academy)					(9,636.97)
	Bill	06/15/2023	40979		
	Bill Payment	06/15/2023	4932		9,636.97
					0.00
Bill Payment #4939 - Rids Brother Company Inc(iQ Academy)					(3,400.00)
	Bill	06/15/2023	1363		
	Bill Payment	06/15/2023	4939		3,400.00
					0.00
Bill Payment #4943 - California Virtual Academy@ San Diego(IQ Academy)			IQ * Interco payment to		(37,141.00)
	Bill	06/26/2023	CAVASD - June 2023	IQ * Interco payment to CAVASD - June 2023	
	Bill Payment	06/26/2023	4943	IQ * Interco payment to CAVASD - June 2023	37,141.00
					0.00
Bill Payment #4944 - California Virtual Academy@ Los Angeles(IQ Academy)			IQ - Interco pmt to		(321,954.00)
	Bill	06/26/2023	CAVALA - June 2023	IQ - Interco pmt to CAVALA - June 2023	
	Bill Payment	06/26/2023	4944	IQ - Interco pmt to CAVALA - June 2023	321,954.00
					0.00
Bill Payment #4949 - Braille Abilities, LLC(iQ Academy)					(1,740.51)
	Bill	06/28/2023	INV-00053		
	Bill	06/28/2023	INV-00057		(316.80)
	Bill Payment	06/29/2023	4949		2,057.31
					0.00
Bill Payment #4958 - Erika Alfaro(iQ Academy)	Bill	06/28/2023	Fall 2022 Textbook Reimb		(78.75)
	Bill Payment	06/29/2023	4958		78.75
					0.00
Bill Payment #74 - Daniel Evans(iQ Academy)	Bill	06/29/2023	ISP Fall 2022		(178.06)
	Bill Payment	06/29/2023	74		178.06
					0.00
Bill Payment #75 - Lauren Browne(iQ Academy)	Bill	06/28/2023	ISP - Fall 2019		(83.87)
	Bill Payment	06/29/2023	75		83.87
					0.00
					0.00
				Total	**2,108,348.20**

Transaction Summary
IQ Academy California Los Angeles

Vendor	Amount
Virtual Technologies Group	3,733.64
Barrington Staffing Services	1,154.70
UPS	790.66
Pitney Bowes Bank Inc Purchase Power	720.18
FusionPlus Inc	509.80
DataBasics, Inc.	422.32
AXIS Teletherapy	272.38
Apple Inc.	249.34
Supreme Facility Services, Inc.	223.63
ULINE	211.91
Effectual Educational Consulting Service	191.30
Solution Tree	187.61
City Printing Graphics	183.55
Southern California Edison	171.87
AT&T Mobility	155.64
Comm-Core	131.96
Bill.com Inc	103.69
Staples	93.87
Select Staffing	85.42
City of Simi Valley	79.26
Green Hasson & Janks LLP	74.77
Verizon Wireless	60.72
RED ROBIN NO 257	51.71
Pitney Bowes Global Financial Services	51.47
Ontario Refrigeration	43.33
WPS	40.85
Carmen Gomez Ruiz	40.78
Amazon	38.12
Costco	32.04
Certified Languages International	30.00
Waste Management	28.57
ADT Commercial	25.91
Sparkletts	20.72
Paper Recycling & Shredding	19.98
Amazon Capital Services	18.63
Sonoma Valley Chamber Of Commerce	16.99
School Services of California, Inc.	16.99
Quill Corporation	16.95
Western Exterminator Company	15.15
DD DOORDASH WESTERNBA	9.19
VONS #1672	5.92
DD DOORDASH ALBERTSON	1.62

Transaction Summary
IQ Academy California Los Angeles

Vendor	Amount
DOLLAR TREE	1.28
ROSS STORE #371	1.17
Grand Total	**10,335.59**

Transaction Details
iQ Academy - LA

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	IQ
Carmen Gomez Ruiz		53400 Rent and Utilities : Repairs and				600.00	40.78
	Operations and Housekeeping Ser	Maintenance	101 General	LLC 2090	May		
	Operations and Housekeeping Services Total					600.00	40.78
Carmen Gomez Ruiz Total						600.00	40.78
Paper Recycling & Shredding		52802 Office Supplies Expense :				98.00	6.66
	Office Expense	Office Supplies - COS	101 General	LLC 545773	May (5/11)		
				LLC 546889	May (5/25)	98.00	6.66
				LLC 547986	June (6/08)	98.00	6.66
	Office Expense Total					294.00	19.98
Paper Recycling & Shredding Total						294.00	19.98
Staples		52802 Office Supplies Expense :				1,086.25	73.84
	Office Expense	Office Supplies - COS	101 General	LLC 3538662601	May (5/24)		
				LLC 3538662602	May (5/24)	177.65	12.08
				LLC 3539581607	June (6/01)	117.12	7.96
	Office Expense Total					1,381.02	93.87
Staples Total						1,381.02	93.87
UPS		54302 Postage & Delivery Expense :				775.11	52.69
	Shipping	Messenger & Delivery	101 General	LLC 000073Y68E213	May (5/27)		
				LLC 000073Y68E223	June (6/03)	3,165.49	215.17
				LLC 000073Y68E233	June (6/10)	4,650.67	316.12
				LLC 000073Y68E243	June (6/17)	1,758.43	119.53
			280 SPED	LLC 0000V9159W213	May (5/27)	354.27	25.44
				LLC 0000V9159W223	June (6/03)	242.87	17.44
				LLC 0000V9159W233	June (6/10)	426.37	30.61
				LLC 0000V9159W243	June (6/17)	190.30	13.66
	Shipping Total					11,563.51	790.66
UPS Total						11,563.51	790.66
Waste Management		53400 Rent and Utilities : Repairs and				167.38	11.38
	Operations and Housekeeping Ser	Maintenance	101 General	LLC 6686214-0283-7	June		
				LLC 6686233-0283-7	June	253.00	17.20
	Operations and Housekeeping Services Total					420.38	28.57
Waste Management Total						420.38	28.57
Barrington Staffing Services		51806 Professional Svcs & Outside Labor : Outside Labor/Temporary				963.20	65.47
	Outside Service	Help	101 General	LLC 42381	May (5/21)		
				LLC 42406	May (5/28)	2,408.00	163.68
				LLC 42432	June (6/04)	1,926.40	130.94
				LLC 42461	June (6/11)	2,167.20	147.31
				LLC 42490	June (6/18)	2,400.48	163.17
			280 SPED	LLC 42381	May (5/21)	2,408.00	172.90
				LLC 42406	May (5/28)	1,204.00	86.45
				LLC 42432	June (6/04)	963.20	69.16
				LLC 42461	June (6/11)	963.20	69.16
				LLC 42490	June (6/18)	1,204.00	86.45
	Outside Service Total					16,607.68	1,154.70
Barrington Staffing Services Total						16,607.68	1,154.70
DataBasics, Inc.						6,213.00	422.32
	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0811618	May		
	Outside Service-General Total					6,213.00	422.32
DataBasics, Inc. Total						6,213.00	422.32
FusionPlus Inc						7,500.00	509.80
	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-999	June		
	Outside Service-General Total					7,500.00	509.80
FusionPlus Inc Total						7,500.00	509.80
Sparkletts		52802 Office Supplies Expense :				304.76	20.72
	Office Expense	Office Supplies - COS	101 General	LLC 15182654 061123	June (6/11)		
	Office Expense Total					304.76	20.72
Sparkletts Total						304.76	20.72
Western Exterminator Company		53400 Rent and Utilities : Repairs and				222.85	15.15
	Operations and Housekeeping Ser	Maintenance	101 General	LLC 46882207	June (6/07)		
	Operations and Housekeeping Services Total					222.85	15.15
Western Exterminator Company Total						222.85	15.15
ADT Commercial		53400 Rent and Utilities : Repairs and				381.13	25.91
	Operations and Housekeeping Ser	Maintenance	101 General	LLC 150496247	June		
	Operations and Housekeeping Services Total					381.13	25.91
ADT Commercial Total						381.13	25.91
Pitney Bowes Bank Inc Purchase Power		54301 Postage & Delivery Expense :				10,595.00	720.18
	Postage	Postage	101 General	LLC 8000-9090-1005-2145 0616	June (6/16)		
	Postage Total					10,595.00	720.18
Pitney Bowes Bank Inc Purchase Power Total						10,595.00	720.18
Verizon Wireless		56504 Program Fees & Other				893.23	60.72
	Telephone - Adminstration	Instructional : Admin - Telephone	101 General	LLC 9936402871	May		
	Telephone - Adminstration Total					893.23	60.72
Verizon Wireless Total						893.23	60.72
						1,452.00	30.00
Certified Languages International	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	320 Supp- ELD Sc	LLC 74586053123	May		
	Outside Service-General Total					1,452.00	30.00
Certified Languages International Total						1,452.00	30.00
		53801 Phone & Internet Expense :				1,941.37	131.96
Comm-Core	Communications	Telephone	101 General	LLC 1074316	June		
	Communications Total					1,941.37	131.96
Comm-Core Total						1,941.37	131.96
						250.00	16.99
School Services of California, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0137724-IN	June (6/01)		
	Outside Service-General Total					250.00	16.99
School Services of California, Inc. Total						250.00	16.99
		51817 Professional Svcs & Outside Labor : Special Education				3,150.00	191.30
Effectual Educational Consulting Service	Subagreements for Services	Professional Services	280 SPED	LLC 10734	April		
	Subagreements for Services Total					3,150.00	191.30
Effectual Educational Consulting Service Total						3,150.00	191.30
		53400 Rent and Utilities : Repairs and				637.50	43.33
Ontario Refrigeration	Operations and Housekeeping Ser	Maintenance	101 General	LLC GW26474	May (5/26)		
	Operations and Housekeeping Services Total					637.50	43.33
Ontario Refrigeration Total						637.50	43.33

Transaction Details
iQ Academy - LA

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	iQ
		51817 Professional Svcs & Outside Labor : Special Education				4,485.00	272.38
AXIS Teletherapy	Subagreements for Services	Professional Services	280 SPED	LLC 2000	May (5/31)		
	Subagreements for Services Total					4,485.00	272.38
AXIS Teletherapy Total						4,485.00	272.38
		53400 Rent and Utilities : Repairs and				3,290.00	223.63
Supreme Facility Services, Inc.	Operations and Housekeeping Ser	Maintenance	101 General	LLC 3413	June		
	Operations and Housekeeping Services Total					3,290.00	223.63
Supreme Facility Services, Inc. Total						3,290.00	223.63
		53302 Rent and Utilities : Utilities,				1,166.01	79.26
City of Simi Valley	Utilities	CAM, and Real Estate	101 General	LLC 109162-51067613 706314OC	May (5/31)		
	Utilities Total					1,166.01	79.26
City of Simi Valley Total						1,166.01	79.26
		51806 Professional Svcs & Outside Labor : Outside Labor/Temporary				1,244.25	84.58
Select Staffing	Outside Service	Help	101 General	LLC 8408862401	May (5/07)		
				LLC FC0001554	June (6/05)	12.44	0.85
	Outside Service Total					1,256.69	85.42
Select Staffing Total						1,256.69	85.42
		52802 Office Supplies Expense :				53.61	3.64
Amazon	Office Expense	Office Supplies - COS	101 General	3057017	June		
				1221036	June	10.71	0.73
				5607443	June	69.60	4.73
				1008265	June	45.14	3.07
				5380263	June	57.95	3.94
	Office Expense Total					237.01	16.11
		56328 Program Fees & Other Instructional : Program Fees - School				302.40	20.56
	School Event	Events Expense	141 CAVA ASB	8034622	June		
				4609858	June	21.44	1.46
	School Event Total					323.84	22.01
Amazon Total						560.85	38.12
		56410 Program Fees & Other Instructional : Program Fees - Non				299.99	20.39
Apple Inc.	Non K12 Curriculum	K12 Curriculum	280 SPED	LLC AL25931484	May (5/22)		
	Non K12 Curriculum Total					299.99	20.39
		54811 Computer & Maintenance				3,193.15	217.05
	Computer Expense	Expense : Repairs & Maintenance	280 SPED	LLC AL28032307	June (6/02)		
				LLC AL29435337	May (5/31)	175.00	11.90
	Computer Expense Total					3,368.15	228.95
Apple Inc. Total						3,668.14	249.34
		52802 Office Supplies Expense :				601.53	40.89
Pitney Bowes Global Financial Services	Office Expense	Office Supplies - COS	101 General	LLC 3106104031	May (5/30)		
				LLC 1023266483	June (6/08)	155.62	10.58
	Office Expense Total					757.15	51.47
Pitney Bowes Global Financial Services Total						757.15	51.47
		52802 Office Supplies Expense :				249.42	16.95
Quill Corporation	Office Expense	Office Supplies - COS	101 General	LLC 32656431	May (5/23)		
	Office Expense Total					249.42	16.95
Quill Corporation Total						249.42	16.95
		56334 Program Fees & Other Instructional : Program Fees - Non				568.85	40.85
WPS	Materials and Supplies	K12 Teacher Materials	280 SPED	LLC WPS-458985	May (5/17)		
	Materials and Supplies Total					568.85	40.85
WPS Total						568.85	40.85
		56410 Program Fees & Other Instructional : Program Fees - Non				259.40	18.63
Amazon Capital Services	Non K12 Curriculum	K12 Curriculum	280 SPED	LLC 1PCD-999P-3FDV	May (5/24)		
	Non K12 Curriculum Total					259.40	18.63
Amazon Capital Services Total						259.40	18.63
		52801 Office Supplies Expense : Business Expense/Printing &				2,466.75	167.67
City Printing Graphics	Printing Expense	Reproduction	101 General	LLC 23-30839	May (5/25)		
				LLC 23-30862	June (6/06)	233.59	15.88
	Printing Expense Total					2,700.34	183.55
City Printing Graphics Total						2,700.34	183.55
		56313 Program Fees & Other Instructional : Program Fees -				2,300.00	187.61
Solution Tree	Teacher Training	Professional Development	620 Title II	LLC S280061	June (6/05)		
	Teacher Training Total					2,300.00	187.61
Solution Tree Total						2,300.00	187.61
Sonoma Valley Chamber Of Commerce	Prepaid Other	13514 Prepaid Other	101 General	LLC 1052	July (7/01)	250.00	16.99
	Prepaid Other Total					250.00	16.99
Sonoma Valley Chamber Of Commerce Total						250.00	16.99
		52802 Office Supplies Expense :				3,117.59	211.91
ULINE	Office Expense	Office Supplies - COS	101 General	LLC 163553194	May (5/11)		
	Office Expense Total					3,117.59	211.91
ULINE Total						3,117.59	211.91
		53801 Phone & Internet Expense :				541.33	36.80
AT&T Mobility	Communications	Telephone	101 General	LLC 80557846671578 052823	June		
				LLC 8353859702	June	1,748.36	118.84
	Communications Total					2,289.69	155.64
AT&T Mobility Total						2,289.69	155.64
		53302 Rent and Utilities : Utilities,				1,192.95	81.09
Southern California Edison	Utilities	CAM, and Real Estate	101 General	LLC 700203189681 - 051023	April		
				LLC 700203189681 - 060923	May	1,335.53	90.78
	Utilities Total					2,528.48	171.87
Southern California Edison Total						2,528.48	171.87
		56321 Program Fees & Other Instructional : Program Fees -				1,100.00	74.77
Green Hasson & Janks LLP	Accounting Fees	Accounting	101 General	LLC 75015	June (6/01)		
	Accounting Fees Total					1,100.00	74.77
Green Hasson & Janks LLP Total						1,100.00	74.77
Virtual Technologies Group	Office Equipment	15050 - Office Equipment	101 General	LLC 202000	June (6/19)	54,927.82	3,733.64
	Office Equipment Total					54,927.82	3,733.64
Virtual Technologies Group Total						54,927.82	3,733.64
		52802 Office Supplies Expense :				23.82	1.62
DD DOORDASH ALBERTSON	Office Expense	Office Supplies - COS	101 General	6192023	June		
	Office Expense Total					23.82	1.62

Transaction Details
iQ Academy - LA

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	iQ
DD DOORDASH ALBERTSON Total						23.82	1.62
		52802 Office Supplies Expense :				135.15	9.19
DD DOORDASH WESTERNBA	Office Expense	Office Supplies - COS	101 General	6192023	June		
	Office Expense Total					135.15	9.19
DD DOORDASH WESTERNBA Total						135.15	9.19
		52802 Office Supplies Expense :				760.67	51.71
RED ROBIN NO 257	Office Expense	Office Supplies - COS	101 General	508564	June		
	Office Expense Total					760.67	51.71
RED ROBIN NO 257 Total						760.67	51.71
		52802 Office Supplies Expense :				18.87	1.28
DOLLAR TREE	Office Expense	Office Supplies - COS	101 General	15872/029372	June		
	Office Expense Total					18.87	1.28
DOLLAR TREE Total						18.87	1.28
		56328 Program Fees & Other Instructional : Program Fees - School				87.05	5.92
VONS #1672	School Event	Events Expense	141 CAVA ASB	15863	June		
	School Event Total					87.05	5.92
VONS #1672 Total						87.05	5.92
		52802 Office Supplies Expense :				17.14	1.17
ROSS STORE #371	Office Expense	Office Supplies - COS	101 General	37103669531647	June		
	Office Expense Total					17.14	1.17
ROSS STORE #371 Total						17.14	1.17
		52802 Office Supplies Expense :				60.00	4.08
Costco	Office Expense	Office Supplies - COS	101 General	1034662891	June		
	Office Expense Total					60.00	4.08
		56328 Program Fees & Other Instructional : Program Fees - School				411.29	27.96
	School Event	Events Expense	141 CAVA ASB	1034543094	June		
	School Event Total					411.29	27.96
Costco Total						471.29	32.04
		55801 Dues, Memberships &				1,285.00	103.69
Bill.com Inc	Dues and Memberships	Research Svcs : Memberships	101 General	23069685759	May		
	Dues and Memberships Total					1,285.00	103.69
Bill.com Inc Total						1,285.00	103.69
Grand Total						152,681.85	10,335.59

IQ Academy California Los Angeles
Board Disbursements Monthly Payment Summary
July 01, 2023 - July 31, 2023

Vendor	Amount
Rowland Unified School District(iQ Academy)	497,567.49
Insperity(IQ Academy)	330,185.84
LACOE Division of School Financial Srvcs(IQ Academy)	43,534.24
School Pathways LLC(iQ Academy)	18,912.40
Virtual Technologies Group, Inc(iQ Academy)	16,270.50
Covina-Valley Unified School District(iQ Academy)	13,862.81
Village Glen School(iQ Academy)	13,513.04
E-Therapy LLC(iQ Academy)	9,136.00
WestView School of Arts and Technology(iQ Academy)	8,007.92
Christopher Chaidez dba Upward Bound School Inc.(iQ Academy)	8,006.98
Bridgeport School(iQ Academy)	7,742.72
Sunrise School(iQ Academy)	6,064.00
Vista Del Mar Child & Family Services(iQ Academy)	5,739.67
Institute for the Redesign of Learning DBA The Almansor Center(iQ Academy)	5,051.05
ParentSquare Inc(iQ Academy)	5,008.50
El Camino College(iQ Academy)	4,367.35
Anchor Counseling & Education Solutions(iQ Academy)	3,885.00
California State Board of Equalization(IQ Academy)	3,617.77
Effectual Educational Consulting Service(iQ Academy)	3,408.75
EverDriven Technologies LLC(iQ Academy)	3,331.61
ECE 4 Autism(iQ Academy)	3,079.50
Rosetta Stone Ltd(iQ Academy)	3,000.00
Specialized Education of California, Inc.(iQ Academy)	2,752.33
Behavioral Emotional & Academic Mentoring (BEAM), LLC(iQ Academy)	2,539.00
California Teachers Association(iQ Academy)	2,534.40
Green Hasson Janks(iQ Academy)	2,200.00
Law Offices of Young, Minney & Corr, LLP(iQ Academy)	2,107.00
El Paseo Children's Center, Inc.(iQ Academy)	1,892.36
The Miri Center. A Professional Psychological Corporation(iQ Academy)	1,510.82
Rids Brother Company Inc(iQ Academy)	1,500.00
Communicology, Inc., DBA Connect Teletherapy(iQ Academy)	1,211.25
TalkPath Live(iQ Academy)	860.50
SpeechRighter, Inc.(iQ Academy)	742.53
Braille Abilities, LLC(iQ Academy)	728.75
PresenceLearning, Inc.(iQ Academy)	725.00
Speech Guy, LLC(iQ Academy)	562.50
EMHSports USA, Inc(iQ Academy)	510.00
Kadiant, LLC(iQ Academy)	430.00
Arc Speech Pathology Network DBA Arc Therapy Network(iQ Academy)	400.00
eLuma(iQ Academy)	270.00

IQ Academy California Los Angeles
Board Disbursements Monthly Payment Summary
July 01, 2023 - July 31, 2023

Vendor	Amount
Lolina Porter(iQ Academy)	240.00
Katharine Bantigue(iQ Academy)	240.00
Augmentative Communications Solutions(iQ Academy)	187.50
Grace Speech Therapy Corp.(iQ Academy)	180.00
Tony Williams(iQ Academy)	170.32
Adapted Child's Play(iQ Academy)	160.00
Point Quest Pediatric Therapies, LLC(iQ Academy)	125.00
National TeleTherapy Resources, a Speech Pathology Corp.(iQ Academy)	110.26
TinyEYE Technology Corporation(iQ Academy)	84.00
Shanae Kimble(iQ Academy)	42.67
Specialized Therapy Services Inc(iQ Academy)	32.50
Grand Total	**1,038,341.83**

IQ Academy California Los Angeles
Board Disbursements Monthly Payment Detail
July 01, 2023 - July 31, 2023

Vendor Name	Products and Services
Adapted Child's Play	Special Education Contracted Services
Anchor Counseling & Education Solutions	Special Education Contracted Services
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services
Augmentative Communications Solutions	Special Education Contracted Services
Behavioral Emotional & Academic Mentoring (BEAM), LLC	Special Education Contracted Services
Braille Abilities, LLC	Special Education Orientation and Mobility Services
Bridgeport School	Special Education Contracted Services
California State Board of Equalization	Use Tax TRUE-UP
California Teachers Association	Special Education Contracted Services
Christopher Chaidez dba Upward Bound School Inc.	Special Education Contracted Services
Communicology, Inc., DBA Connect Teletherapy	Special Education Contracted Services
Covina-Valley Unified School District	ESGV SELPA
ECE 4 Autism	Special Education Contracted Services
Effectual Educational Consulting Service	Special Education Services
El Camino College	2023 HS Graduation Site
El Paseo Children's Center, Inc.	Special Education Contracted Services
eLuma	Special Individual Counseling Services
EMHSports USA, Inc	Special Education Contracted Services
E-Therapy LLC	Special Education Contracted Services
EverDriven Technologies LLC	Fuel Surcharge
Grace Speech Therapy Corp.	SLP IEP Attendance
Green Hasson Janks	Professional Services
Insperity	PEO - Payroll Services and HR Admin Services provider
Institute for the Redesign of Learning DBA The Almansor Center	SAI & Related Services
Kadiant, LLC	Special Education Contracted Services
Katharine Bantigue	ISP Subsidy
LACOE Division of School Financial Srvcs	STRS Retirement
Law Offices of Young, Minney & Corr, LLP	Legal Services
Lolina Porter	ISP Subsidy
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services
ParentSquare Inc	Engage Premium Subscription
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy
Rids Brother Company Inc	Transportation Services
Rosetta Stone Ltd	Rosetta Stone to be used for our Newcomer ELD Program for EL students
Rowland Unified School District	2022-23 - 3% Oversight Fees
School Pathways LLC	Annual Subscription - Quarterly
Shanae Kimble	ISP Subsidy
Specialized Education of California, Inc.	Special Education Contracted Services
Specialized Therapy Services Inc	Special Education Contracted Services
Speech Guy, LLC	Special Education Contracted Services
SpeechRighter, Inc.	Special Education Contracted Services
Sunrise School	SAI & Related Services
The Miri Center. A Professional Psychological Corporation	Special Education Contracted Services
TinyEYE Technology Corporation	Special Education Contracted Services
Tony Williams	ISP Subsidy
Village Glen School	Special Education Contracted Services
Virtual Technologies Group, Inc	Laptops
Vista Del Mar/Vista School (NPS)	Special Education Contracted Services - SAI & Related Services
WestView School of Arts and Technology	SAI, trans & counseling

K12 : SA : Full Financials CA Node : IQLA
Board Disbursements A/P Payment History by Vendor
July 01, 2023 - July 31, 2023

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #5003 - Arc Speech Pathology Network DBA Arc Therapy Network(iQ Academy)					(400.00)
	Bill	07/25/2023	INV-00529		
	Bill Payment	07/25/2023	5003		400.00
					0.00
Bill Payment #4975 - California Teachers Association(IQ Academy)					(2,534.40)
	Bill	07/13/2023	Union Dues - 062023		
	Bill Payment	07/13/2023	4975		2,534.40
					0.00
Bill Payment #4977 - Communicology, Inc., DBA Connect Teletherapy(iQ Academy)					(1,038.75)
	Bill	07/13/2023	INV-00836		
	Bill	07/13/2023	INV-00839		(172.50)
	Bill Payment	07/13/2023	4977		1,211.25
					0.00
Bill Payment #4979 - ECE 4 Autism(iQ Academy)	Bill	07/13/2023	02203145		(3,079.50)
	Bill Payment	07/13/2023	4979		3,079.50
					0.00
Journal #JE-207-1615 -	Journal	06/23/2023	JE-207-1557	19DPjune23IQ - Record Use Tax for June '23	(561.23)
					561.23
	Journal	07/27/2023	JE-207-1615	51DPjuly23IQ - Use Tax TRUE-UP for June 2023	
Bill Payment #ACH 7/27/23 - California State Board of Equalization(IQ Academy)					(3,617.77)
	Journal	06/23/2023	JE-207-1557	19DPjune23IQ - Record Use Tax for June '23	
					(3,617.77)
Bill Payment #5007 - Effectual Educational Consulting Service(IQ Academy)					(550.00)
	Bill	07/25/2023	INV-06932		
	Bill Payment	07/25/2023	5007		550.00
Bill Payment #4981 - Effectual Educational Consulting Service(IQ Academy)					(540.00)
	Bill	07/13/2023	INV-06851		
	Bill	07/13/2023	INV-06856		(130.00)
	Bill	07/13/2023	INV-06861		(57.50)
	Bill	07/13/2023	INV-06877		(735.00)
	Bill	07/13/2023	INV-06893		(512.50)
	Bill	07/13/2023	INV-06904		(446.25)
	Bill	07/13/2023	INV-06917		(86.25)
	Bill	07/13/2023	INV-06919		(351.25)
	Bill Payment	07/13/2023	4981		2,858.75
					0.00
Bill Payment #5001 - eLuma(IQ Academy)	Bill	07/13/2023	VST-01046		(270.00)
	Bill Payment	07/13/2023	5001		270.00
					0.00
Bill Payment #4980 - EMHSports USA, Inc(IQ Academy)					(510.00)
	Bill	07/13/2023	INV-03219		
	Bill Payment	07/13/2023	4980		510.00
					0.00
Bill Payment #5006 - E-Therapy LLC(IQ Academy)	Bill	07/25/2023	INV-06416		(23.33)
	Bill	07/25/2023	INV-06422		(25.50)
	Bill	07/25/2023	INV-06435		(23.34)
	Bill	07/25/2023	INV-06438		(25.50)
	Bill	07/25/2023	INV-06449		(28.75)
	Bill	07/25/2023	INV-06451		(23.34)
	Bill	07/25/2023	INV-06462		(23.34)
	Bill	07/25/2023	INV-06464		(28.75)
	Bill	07/25/2023	INV-06466		(23.33)
	Bill	07/25/2023	INV-06480		(23.33)
	Bill	07/25/2023	INV-06483		(23.33)
	Bill	07/25/2023	INV-06494		(28.75)
	Bill	07/25/2023	INV-06504		(23.34)
	Bill	07/25/2023	INV-06506		(28.75)
	Bill	07/25/2023	INV-06508		(23.33)
	Bill	07/25/2023	INV-06531		(28.75)
	Bill	07/25/2023	INV-06533		(23.33)
	Bill	07/25/2023	INV-06537		(23.34)
	Bill	07/25/2023	INV-06545		(23.34)
	Bill	07/25/2023	INV-06547		(28.75)
	Bill	07/25/2023	INV-06549		(28.75)
	Bill	07/25/2023	INV-06555		(23.33)
	Bill	07/25/2023	INV-06560		(28.75)
	Bill	07/25/2023	INV-06563		(23.34)
	Bill	07/25/2023	INV-06568		(23.34)
	Bill	07/25/2023	INV-06575		(23.33)
	Bill	07/25/2023	INV-06578		(23.33)
	Bill	07/25/2023	INV-06581		(23.33)
	Bill	07/25/2023	INV-06591		(28.75)
	Bill	07/25/2023	INV-06593		(28.75)

Bill Payment #5006 - E-Therapy LLC(IQ Academy)	Bill	07/25/2023	INV-06599	(23.33)
	Bill	07/25/2023	INV-06601	(23.34)
	Bill	07/25/2023	INV-06604	(23.33)
	Bill	07/25/2023	INV-06607	(23.33)
	Bill	07/25/2023	INV-06614	(23.34)
	Bill	07/25/2023	INV-06624	(23.33)
	Bill	07/25/2023	INV-06626	(23.33)
	Bill	07/25/2023	INV-06630	(23.34)
	Bill	07/25/2023	INV-06634	(23.33)
	Bill	07/25/2023	INV-06637	(23.33)
	Bill	07/25/2023	INV-06646	(23.34)
	Bill	07/25/2023	INV-06649	(23.33)
	Bill	07/25/2023	INV-06652	(23.33)
	Bill	07/25/2023	INV-06654	(23.33)
	Bill	07/25/2023	INV-06662	(23.34)
	Bill	07/25/2023	INV-06665	(28.75)
	Bill	07/25/2023	INV-06667	(23.33)
	Bill	07/25/2023	INV-06671	(23.33)
	Bill Payment	07/25/2023	5006	1,183.93
Bill Payment #4978 - E-Therapy LLC(IQ Academy)	Bill	07/13/2023	INV-06359	(2,655.70)
	Bill	07/13/2023	INV-06379	(3,448.97)
	Bill	07/13/2023	INV-06380	(1,847.40)
	Bill Payment	07/13/2023	4978	7,952.07
Amount Unapplied - Bill Payment #5006 - E-Therapy LLC(IQ Academy)				(0.00)
				(0.00)
				(55.13)
Bill Payment #5013 - National TeleTherapy Resources, a Speech Pathology Corp.(iQ Academy)	Bill	07/25/2023	INV-05102	
	Bill Payment	07/25/2023	5013	55.13
				(55.13)
Bill Payment #4987 - National TeleTherapy Resources, a Speech Pathology Corp.(iQ Academy)	Bill	07/13/2023	INV-05094	
	Bill Payment	07/13/2023	4987	55.13
				0.00
Bill Payment #5014 - PresenceLearning, Inc.(iQ Academy)				(725.00)
	Bill	07/25/2023	INV-08248	
	Bill Payment	07/25/2023	5014	725.00
				0.00
				(343.75)
Bill Payment #5019 - Speech Guy, LLC(iQ Academy)	Bill	07/25/2023	INV-00855	
	Bill Payment	07/25/2023	5019	343.75
				(218.75)
Bill Payment #4993 - Speech Guy, LLC(iQ Academy)	Bill	07/13/2023	INV-00845	
	Bill Payment	07/13/2023	4993	218.75
				0.00
Bill Payment #4990 - PrentGraf Ltd dba TalkPath Live(iQ Academy)				(860.50)
	Bill	07/13/2023	INV-00682	
	Bill Payment	07/13/2023	4990	860.50
				0.00
Bill Payment #5021 - Virtual Technologies Group, Inc(IQ Academy)				(4,613.89)
	Bill	07/25/2023	202349	
	Bill	07/25/2023	202461	(122.13)
	Bill	07/25/2023	202484	(1,391.47)
	Bill Payment	07/25/2023	5021	6,127.49
Bill Payment #4998 - Virtual Technologies Group, Inc(IQ Academy)				(1,706.73)
	Bill	07/13/2023	202077	
	Bill	07/13/2023	202078	(1,318.83)
	Bill	07/13/2023	202360	(5,338.09)
	Bill	07/13/2023	202361	(1,779.36)
	Bill Payment	07/13/2023	4998	10,143.01
				(0.00)
Bill Payment #4970 - Anchor Counseling & Education Solutions(IQ Academy)				(3,885.00)
	Bill	07/13/2023	INV-06251	
	Bill Payment	07/13/2023	4970	3,885.00
				0.00
Bill Payment #4986 - Law Offices of Young, Minney & Corr, LLP(IQ Academy)				(2,107.00)
	Bill	07/13/2023	5521	
	Bill Payment	07/13/2023	4986	2,107.00
				0.00
Bill Payment #4982 - El Paseo Children's Center, Inc.(iQ Academy)				(1,892.36)
	Bill	07/13/2023	INV-00737	
	Bill Payment	07/13/2023	4982	1,892.36
				0.00
				(4,215.20)
Bill Payment #5020 - Sunrise School(iQ Academy)	Bill	07/25/2023	IQA0523SR-revised	

Bill Payment #5020 - Sunrise School(iQ Academy)	Bill Payment	07/25/2023	5020		4,215.20
					(1,848.80)
Bill Payment #4995 - Sunrise School(iQ Academy)	Bill	07/13/2023	IQA0623SR		
	Bill Payment	07/13/2023	4995		1,848.80
					0.00
Bill Payment #4974 - Bridgeport School(iQ					(6,033.56)
Academy)	Bill	07/13/2023	IQA0523BP		
	Bill	07/13/2023	IQA0623BP		(1,709.16)
	Bill Payment	07/13/2023	4974		7,742.72
					0.00
Bill Payment #4997 - Village Glen School(iQ					(5,962.56)
Academy)	Bill	07/13/2023	IQA0523VG		
	Bill	07/13/2023	IQA0523VGW		(5,159.88)
	Bill	07/13/2023	IQA0623VG		(1,921.52)
	Bill	07/13/2023	IQA0623VGW		(469.08)
	Bill Payment	07/13/2023	4997		13,513.04
					0.00
Bill Payment #ACH 7/27/23 - California State Board					3,617.77
of Equalization(IQ Academy)	Bill Payment	07/28/2023	ACH 7/27/23	CDTFA - Qtrly Return at 6/30/23	
					3,617.77
Bill Payment #4992 - Specialized Therapy Services					(32.50)
Inc(IQ Academy)	Bill	07/13/2023	INV-01063		
	Bill Payment	07/13/2023	4992		32.50
					0.00
Bill Payment #ACH 07/29 STRS - LACOE Division of					(43,534.24)
School Financial Srvcs(IQ Academy)	Bill	07/25/2023	IQ - Jul 2023 STRS	IQ - Jul 2023 STRS	
	Bill Payment	07/25/2023	ACH 07/29 STRS	IQ - Jul 2023 STRS	43,534.24
					0.00
Bill Payment #ACHs for July 2023 - Insperity(IQ					(330,185.84)
Academy)	Bill	07/26/2023	IQ Payroll for July 2023	IQ Payroll for July 2023	
	Bill Payment	07/26/2023	ACHs for July 2023	IQ Payroll for July 2023	330,185.84
					0.00
Bill Payment #5000 - WestView School of Arts and					(4,690.08)
Technology(iQ Academy)	Bill	07/13/2023	CVA0523WV		
	Bill	07/13/2023	CVA0623WV		(1,724.92)
	Bill	07/13/2023	IQA0623WV		(1,592.92)
	Bill Payment	07/13/2023	5000		8,007.92
					0.00
Bill Payment #4991 - Specialized Education of					(2,752.33)
California, Inc.(iQ Academy)	Bill	07/13/2023	INV166850		
	Bill Payment	07/13/2023	4991		2,752.33
					0.00
Bill Payment #5010 - Grace Speech Therapy					(60.00)
Corp.(iQ Academy)	Bill	07/25/2023	INV-00208		
	Bill Payment	07/25/2023	5010		60.00
Bill Payment #4983 - Grace Speech Therapy					(120.00)
Corp.(iQ Academy)	Bill	07/13/2023	INV-00202		
	Bill Payment	07/13/2023	4983		120.00
					0.00
Bill Payment #4996 - The Miri Center. A					(345.00)
Professional Psychological Corporation(iQ					
Academy)	Bill	07/13/2023	INV-00334		
	Bill	07/13/2023	INV-00324		(929.58)
	Bill	07/13/2023	INV-00327		(236.24)
	Bill Payment	07/13/2023	4996		1,510.82
					0.00
Bill Payment #5022 - Vista Del Mar/Vista School					(590.56)
(NPS)(iQ Academy)	Bill	07/25/2023	0623 - ESY		
	Bill Payment	07/25/2023	5022		590.56
Bill Payment #4999 - Vista Del Mar/Vista School					(3,990.83)
(NPS)(iQ Academy)	Bill	07/13/2023	0523 - RSY		
	Bill	07/13/2023	0623 - RSY		(1,158.28)
	Bill Payment	07/13/2023	4999		5,149.11
					0.00
Bill Payment #5002 - Adapted Child's Play(iQ					(160.00)
Academy)	Bill	07/25/2023	INV-00318		
	Bill Payment	07/25/2023	5002		160.00
					0.00
Bill Payment #5011 - Green Hasson Janks(IQ					(2,200.00)
Academy)	Bill	07/25/2023	76476		
	Bill Payment	07/25/2023	5011		2,200.00
					0.00
Bill Payment #4989 - Point Quest Pediatric					(125.00)
Therapies, LLC(iQ Academy)	Bill	07/13/2023	INV-00093		
	Bill Payment	07/13/2023	4989		125.00
					0.00

Bill Payment #4985 - Kadiant, LLC(iQ Academy)	Bill	07/13/2023	INV-00013	(370.00)
	Bill	07/13/2023	INV-00016	(60.00)
	Bill Payment	07/13/2023	4985	430.00
				0.00
Bill Payment #5004 - Christopher Chaidez dba Upward Bound School Inc.(iQ Academy)				(3,005.55)
	Bill	07/25/2023	INV-00130	
	Bill Payment	07/25/2023	5004	3,005.55
Bill Payment #4976 - Christopher Chaidez dba Upward Bound School Inc.(iQ Academy)				(1,665.84)
	Bill	07/13/2023	INV-00111	
	Bill	07/13/2023	INV-00127	(3,335.59)
	Bill Payment	07/13/2023	4976	5,001.43
				0.00
Bill Payment #5012 - Institute for the Redesign of Learning DBA The Almansor Center(iQ Academy)				(259.07)
	Bill	07/25/2023	0000044066	
	Bill Payment	07/25/2023	5012	259.07
Bill Payment #4984 - Institute for the Redesign of Learning DBA The Almansor Center(iQ Academy)				(3,752.87)
	Bill	07/13/2023	0000043806	
	Bill	07/13/2023	0000043863	(1,039.11)
	Bill Payment	07/13/2023	4984	4,791.98
				0.00
Bill Payment #5009 - EverDriven Technologies LLC(iQ Academy)				(3,331.61)
	Bill	07/25/2023	41805	
	Bill Payment	07/25/2023	5009	3,331.61
				0.00
Bill Payment #5015 - Rids Brother Company Inc(iQ Academy)				(1,500.00)
	Bill	07/25/2023	1369	
	Bill Payment	07/25/2023	5015	1,500.00
				0.00
Bill Payment #4973 - Braille Abilities, LLC(iQ Academy)				(728.75)
	Bill	07/13/2023	INV-00060	
	Bill Payment	07/13/2023	4973	728.75
				0.00
Bill Payment #4969 - TinyEYE Technology Corporation(iQ Academy)				(84.00)
	Bill	02/22/2023	INV-00426	
	Bill Payment	07/07/2023	4969	84.00
				0.00
Bill Payment #4971 - Augmentative Communications Solutions(iQ Academy)				(187.50)
	Bill	07/13/2023	INV-00348	
	Bill Payment	07/13/2023	4971	187.50
				0.00
Bill Payment #4972 - Behavioral Emotional & Academic Mentoring (BEAM), LLC(iQ Academy)				(2,539.00)
	Bill	07/13/2023	INV-00032	
	Bill Payment	07/13/2023	4972	2,539.00
				0.00
Bill Payment #4988 - ParentSquare Inc(IQ Academy)				(5,008.50)
	Bill	07/13/2023	SI-004311	
	Bill Payment	07/13/2023	4988	5,008.50
				0.00
Bill Payment #4994 - SpeechRighter, Inc.(iQ Academy)				(742.53)
	Bill	07/13/2023	INV-00203	
	Bill Payment	07/13/2023	4994	742.53
				0.00
Bill Payment #76 - Katharine Bantigue(iQ Academy)				(240.00)
	Bill	07/13/2023	ISP Fall 2022	
	Bill Payment	07/13/2023	76	240.00
				0.00
Bill Payment #77 - Tony Williams(iQ Academy)	Bill	07/13/2023	ISP - Fall 2022 Reissue	(170.32)
	Bill Payment	07/13/2023	77	170.32
				0.00
Bill Payment #5005 - Covina-Valley Unified School District (iQ Academy)				(13,862.81)
	Bill	07/25/2023	ESGV 2223-22	
	Bill Payment	07/25/2023	5005	13,862.81
				0.00
Bill Payment #5008 - El Camino College(iQ Academy)				(4,367.35)
	Bill	07/25/2023	Contract # 2732	
	Bill Payment	07/25/2023	5008	4,367.35
				0.00
Bill Payment #5016 - Rosetta Stone Ltd(IQ Academy)				(3,000.00)
	Bill	07/25/2023	11948215	
	Bill Payment	07/25/2023	5016	3,000.00
				0.00
Bill Payment #5017 - Rowland Unified School District(IQ Academy)				(497,567.49)
	Bill	07/25/2023	116068	
	Bill Payment	07/25/2023	5017	497,567.49

K12 : SA : Full Financials CA Node : IQLA
Board Disbursements A/P Payment History by Vendor
July 01, 2023 - July 31, 2023

				0.00
Bill Payment #5018 - School Pathways LLC(IQ Academy)	Bill	07/25/2023	140-INV5146	(18,912.40)
	Bill Payment	07/25/2023	5018	18,912.40
				0.00
Bill Payment #78 - Lolina Porter(iQ Academy)	Bill	07/25/2023	ISP - Fall 2022 Reissue	(240.00)
	Bill Payment	07/25/2023	78	240.00
				0.00
Bill Payment #79 - Shanae Kimble(iQ Academy)	Bill	07/25/2023	ISP - Fall 2022 Reissue	(42.67)
	Bill Payment	07/25/2023	79	42.67
				0.00
				0.00
			Total	1,038,341.83

Transaction Summary
IQ Academy California Los Angeles

Vendor	Amount
IXL Learning Inc.	5,527.00
Reading Horizons	1,668.92
Document Tracking Services	1,592.40
Rock And Roll Academy Inc.	1,217.74
ULINE	819.60
Riverside Insights	593.81
Effectual Educational Consulting Service	535.65
FusionPlus Inc	501.92
DataBasics, Inc.	488.45
Barrington Staffing Services	479.85
The Back Room Inc	428.31
Green Hasson & Janks LLP	421.44
Multi-Health Systems Inc.	421.35
Pitney Bowes Bank Inc Purchase Power	411.58
De Lage Landen Financial Services Inc.	357.50
Staples	259.25
PAR Inc.	233.93
Supreme Facility Services, Inc.	220.18
UPS	179.04
AT&T Mobility	159.62
Comm-Core	136.75
Bill.com, Inc.	108.15
Vortex Industries LLC	98.37
Quill Corporation	69.53
UBEO Business Services	59.45
Verizon Wireless	58.85
Amazon	57.64
Ontario Refrigeration	53.94
Certified Languages International	52.50
County Fire Protection	41.56
Southern California Edison	41.16
Carmen Gomez Ruiz	40.15
Waste Management	28.13
Successories	26.66
CA SECRETARY OF STATE WEB	25.00
Sparkletts	23.04
Red Robin	20.58
Subway	17.56
Counterpath	17.05
School Services of California, Inc.	16.99
Viva La Pasta	16.87
Smart & Final	16.32

Transaction Summary
IQ Academy California Los Angeles

Vendor	Amount
Paper Recycling & Shredding	13.22
Pitney Bowes Global Financial Services	10.58
Urbane Café	10.24
Door Dash - Western Bagel	9.04
Dropbox	8.02
Little Caesars	2.79
Grand Total	**17,597.70**

Transaction Details
iQ Academy - LA

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	iQ
Carmen Gomez Ruiz	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 2091	June	600.00	40.15
	Operations and Housekeeping Services Total					600.00	40.15
Carmen Gomez Ruiz Total						600.00	40.15
Paper Recycling & Shredding		52802 Office Supplies Expense :				98.00	6.56
	Office Expense	Office Supplies - COS	101 General	LLC 549063	June (6/22)		
				LLC 550071	July (7/06)	98.00	6.66
	Office Expense Total					196.00	13.22
Paper Recycling & Shredding Total						196.00	13.22
Staples		52802 Office Supplies Expense :				860.40	57.58
	Office Expense	Office Supplies - COS	101 General	LLC 3540059997	June (6/09)		
				LLC 3540187908	June (6/10)	52.96	3.54
				LLC 3540187909	June (6/10)	1,394.14	93.30
				LLC 3540283299	June (6/13)	45.92	3.07
				LLC 3540351034	June (6/14)	474.26	31.74
				LLC 3541537270	June (6/30)	1,030.08	70.02
	Office Expense Total					3,857.76	259.25
Staples Total						3,857.76	259.25
UPS		54302 Postage & Delivery Expense :				939.27	62.86
	Shipping	Messenger & Delivery	101 General	LLC 000073Y68E253	June (6/24)		
				LLC 000073Y68E263	July (7/01)	515.06	34.47
				LLC 000073Y68E273	July (7/08)	141.39	9.46
				LLC 000073Y68E283	July (7/15)	318.01	21.62
			280 SPED	LLC 0000V9159W253	June (6/24)	65.69	4.72
				LLC 0000V9159W263	July (7/01)	445.71	32.00
				LLC 0000V9159W273	July (7/08)	74.66	5.36
				LLC 0000V9159W283	July (7/15)	119.17	8.56
	Shipping Total					2,618.96	179.04
UPS Total						2,618.96	179.04
Waste Management	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 6689366-0283-2	July	167.38	11.20
				LLC 6689385-0283-2	July	253.00	16.93
	Operations and Housekeeping Services Total					420.38	28.13
Waste Management Total						420.38	28.13
Barrington Staffing Services		51806 Professional Svcs & Outside Labor : Outside Labor/Temporary				2,167.20	145.04
	Outside Service	Help	101 General	LLC 42522	June (6/25)		
				LLC 42560	July (7/02)	2,167.20	145.04
				LLC 42574	July (7/09)	1,444.80	96.69
				LLC 42602	July (7/16)	1,369.55	93.09
	Outside Service Total					7,148.75	479.85
Barrington Staffing Services Total						7,148.75	479.85
DataBasics, Inc.		51801 Professional Svcs & Outside				7,298.70	488.45
	Outside Service-General	Labor : Other Professional Services	101 General	LLC 0811763	July		
	Outside Service-General Total					7,298.70	488.45
DataBasics, Inc. Total						7,298.70	488.45
FusionPlus Inc		51801 Professional Svcs & Outside				7,500.00	501.92
	Outside Service-General	Labor : Other Professional Services	101 General	LLC INV-1000	July		
	Outside Service-General Total					7,500.00	501.92
FusionPlus Inc Total						7,500.00	501.92
Sparkletts		52802 Office Supplies Expense :		LLC 15182654		344.23	23.04
	Office Expense	Office Supplies - COS	101 General	070923	July (7/09)		
	Office Expense Total					344.23	23.04
Sparkletts Total						344.23	23.04
		51801 Professional Svcs & Outside				8,116.35	1,592.40
Document Tracking Services	Outside Service-General	Labor : Other Professional Services	320 Supp- ELD Se	LLC T-930650062	June		
	Outside Service-General Total					8,116.35	1,592.40
Document Tracking Services Total						8,116.35	1,592.40
Pitney Bowes Bank Inc Purchase Power		54301 Postage & Delivery Expense :		LLC 8000-9090-1005-		6,055.00	411.58
	Postage	Postage	101 General	2145 071623	July (7/16)		
	Postage Total					6,055.00	411.58
Pitney Bowes Bank Inc Purchase Power Total						6,055.00	411.58
Verizon Wireless		56504 Program Fees & Other				879.37	58.85
	Telephone - Adminstration	Instructional : Admin - Telephone	101 General	LLC 9938763340	June		
	Telephone - Adminstration Total					879.37	58.85
Verizon Wireless Total						879.37	58.85
		51801 Professional Svcs & Outside				662.25	52.50
Certified Languages International	Outside Service-General	Labor : Other Professional Services	320 Supp- ELD Se	LLC 74586063023	June		
	Outside Service-General Total					662.25	52.50
Certified Languages International Total						662.25	52.50
		53801 Phone & Internet Expense :				2,043.46	136.75
Comm-Core	Communications	Telephone	101 General	LLC 1076063	July		
	Communications Total					2,043.46	136.75
Comm-Core Total						2,043.46	136.75
		51801 Professional Svcs & Outside				250.00	16.99
School Services of California, Inc.	Outside Service-General	Labor : Other Professional Services	101 General	LLC 0138049-IN	July		
	Outside Service-General Total					250.00	16.99
School Services of California, Inc. Total						250.00	16.99
		51817 Professional Svcs & Outside Labor : Special Education				8,820.00	535.65
Effectual Educational Consulting Service	Subagreements for Services	Professional Services	280 SPED	LLC 10890	May		
	Subagreements for Services Total					8,820.00	535.65
Effectual Educational Consulting Service Total						8,820.00	535.65
	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and				806.00	53.94
Ontario Refrigeration		Maintenance	101 General	LLC GW27462M	July (7/01)		
	Operations and Housekeeping Services Total					806.00	53.94
Ontario Refrigeration Total						806.00	53.94
	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and				3,290.00	220.18
Supreme Facility Services, Inc.		Maintenance	101 General	LLC 3462	July		
	Operations and Housekeeping Services Total					3,290.00	220.18

Transaction Details
iQ Academy - LA

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	iQ
Supreme Facility Services, Inc. Total						3,290.00	220.18
		52802 Office Supplies Expense :				656.22	43.92
Amazon	Office Expense	Office Supplies - COS	101 General	3537033	July		
				9209002	July	10.71	0.72
				2125840	July	11.79	0.79
				4475411	July	18.96	1.27
				9246639	July	23.58	1.58
				3788239	July	20.37	1.36
				0259430	July	20.37	1.36
				6221028	July	39.26	2.63
				1241831	July	49.32	3.30
				6272213	July	10.71	0.72
	Office Expense Total					861.29	57.64
Amazon Total						861.29	57.64
		52802 Office Supplies Expense :				155.62	10.58
Pitney Bowes Global Financial Services	Office Expense	Office Supplies - COS	101 General	LLC 1023463609	July (7/10)		
	Office Expense Total					155.62	10.58
Pitney Bowes Global Financial Services Total						155.62	10.58
		52802 Office Supplies Expense :				7.71	0.52
Quill Corporation	Office Expense	Office Supplies - COS	101 General	LLC 33106029	June (6/20)		
				LLC 33115490	June (6/20)	239.31	16.02
				LLC 33139109	June (6/21)	251.58	16.84
				LLC 33139256	June (6/21)	46.30	3.10
				LLC 33166373	June (6/23)	118.23	7.91
				LLC 33276716	June (6/29)	235.90	16.03
				LLC 33277334	June (6/29)	59.60	4.05
				LLC 33277414	June (6/29)	74.54	5.07
	Office Expense Total					1,033.17	69.53
Quill Corporation Total						1,033.17	69.53
		52802 Office Supplies Expense :				621.46	41.59
ULINE	Office Expense	Office Supplies - COS	101 General	LLC 164577653	June (6/07)		
				LLC 164632997	June (6/08)	11,155.19	746.54
				LLC 165399234	June (6/28)	470.24	31.47
	Office Expense Total					12,246.89	819.60
ULINE Total						12,246.89	819.60
		53801 Phone & Internet Expense :		LLC 80557846671578		636.83	42.62
AT&T Mobility	Communications	Telephone	101 General	062823	July		
				LLC 8400660804	June	1,748.36	117.01
	Communications Total					2,385.19	159.62
AT&T Mobility Total						2,385.19	159.62
		53302 Rent and Utilities : Utilities,		LLC 700203189681 -		605.53	41.16
Southern California Edison	Utilities	CAM, and Real Estate	101 General	071323	June		
	Utilities Total					605.53	41.16
Southern California Edison Total						605.53	41.16
		56321 Program Fees & Other Instructional : Program Fees -				6,200.00	421.44
Green Hasson & Janks LLP	Accounting Fees	Accounting	101 General	LLC 76486	June (6/24)		
	Accounting Fees Total					6,200.00	421.44
Green Hasson & Janks LLP Total						6,200.00	421.44
		51801 Professional Svcs & Outside				621.05	41.56
County Fire Protection	Outside Service-General	Labor : Other Professional Services	101 General	LLC 23-29199	July (7/06)		
	Outside Service-General Total					621.05	41.56
County Fire Protection Total						621.05	41.56
		55304 Facilities & Equipment Rental				2,650.19	177.36
De Lage Landen Financial Services Inc.	Equipment Rental Expense	Expense : Equipment Rental	101 General	LLC 80059000	June		
				LLC 80318012	July	2,650.19	180.14
	Equipment Rental Expense Total					5,300.38	357.50
De Lage Landen Financial Services Inc. Total						5,300.38	357.50
		56334 Program Fees & Other Instructional : Program Fees - Non				5,762.50	421.35
Multi-Health Systems Inc.	Materials and Supplies	K12 Teacher Materials	280 SPED	LLC SIP00322492	June (6/29)		
	Materials and Supplies Total					5,762.50	421.35
Multi-Health Systems Inc. Total						5,762.50	421.35
		56334 Program Fees & Other Instructional : Program Fees - Non				3,998.82	233.93
PAR Inc.	Materials and Supplies	K12 Teacher Materials	280 SPED	LLC SQ-00022500-1	June (6/27)		
	Materials and Supplies Total					3,998.82	233.93
PAR Inc. Total						3,998.82	233.93
		56410 Program Fees & Other Instructional : Program Fees - Non				22,824.36	1,668.92
Reading Horizons	Non K12 Curriculum	K12 Curriculum	280 SPED	LLC 55599	June (6/07)		
	Non K12 Curriculum Total					22,824.36	1,668.92
Reading Horizons Total						22,824.36	1,668.92
		51801 Professional Svcs & Outside				3,200.00	214.15
The Back Room Inc	Outside Service-General	Labor : Other Professional Services	101 General	LLC INV-2033	May (5/31)		
				LLC INV-2041	June (6/30)	3,200.00	214.15
	Outside Service-General Total					6,400.00	428.31
The Back Room Inc Total						6,400.00	428.31
		51801 Professional Svcs & Outside				1,469.85	98.37
Vortex Industries LLC	Outside Service-General	Labor : Other Professional Services	101 General	LLC 01-1686379	June (6/30)		
	Outside Service-General Total					1,469.85	98.37
Vortex Industries LLC Total						1,469.85	98.37
		56410 Program Fees & Other Instructional : Program Fees - Non				45,854.00	5,527.00
IXL Learning Inc.	Non K12 Curriculum	K12 Curriculum	751 CRRSA ESSEI	LLC S469096	July (7/12)		
	Non K12 Curriculum Total					45,854.00	5,527.00
IXL Learning Inc. Total						45,854.00	5,527.00
		56334 Program Fees & Other Instructional : Program Fees - Non				8,270.38	593.81
Riverside Insights	Materials and Supplies	K12 Teacher Materials	280 SPED	LLC INV173103	July (7/12)		
	Materials and Supplies Total					8,270.38	593.81
Riverside Insights Total						8,270.38	593.81

Transaction Details
iQ Academy - LA

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	iQ
		56410 Program Fees & Other Instructional : Program Fees - Non				18,750.00	1,217.74
Rock And Roll Academy Inc.	Non K12 Curriculum	K12 Curriculum	860 AMIMBG	LLC 071023	July (7/10)		
	Non K12 Curriculum Total					18,750.00	1,217.74
Rock And Roll Academy Inc. Total						18,750.00	1,217.74
UBEO Business Services	53304 Equipment Rental Expense	#N/A	101 General	LLC 4184995	July (7/18)	874.65	59.45
	53304 Equipment Rental Expense Total					874.65	59.45
UBEO Business Services Total						874.65	59.45
		55801 Dues, Memberships &				1,343.00	108.15
Bill.com, Inc.	Dues and Memberships	Research Svcs : Memberships	101 General	23070045867	June		
	Dues and Memberships Total					1,343.00	108.15
Bill.com, Inc. Total						1,343.00	108.15
		55801 Dues, Memberships &				25.00	25.00
CA SECRETARY OF STATE WEB	Dues and Memberships	Research Svcs : Memberships	101 General	3199348	July		
	Dues and Memberships Total					25.00	25.00
CA SECRETARY OF STATE WEB Total						25.00	25.00
		55801 Dues, Memberships &				254.83	17.05
Counterpath	Dues and Memberships	Research Svcs : Memberships	101 General	136016	July		
	Dues and Memberships Total					254.83	17.05
Counterpath Total						254.83	17.05
		52802 Office Supplies Expense :				135.07	9.04
Door Dash - Western Bagel	Office Expense	Office Supplies - COS	101 General	7142023	July		
	Office Expense Total					135.07	9.04
Door Dash - Western Bagel Total						135.07	9.04
		55801 Dues, Memberships &				119.88	8.02
Dropbox	Dues and Memberships	Research Svcs : Memberships	101 General	9727GGGWFC68	July		
	Dues and Memberships Total					119.88	8.02
Dropbox Total						119.88	8.02
		52802 Office Supplies Expense :				41.62	2.79
Little Caesars	Office Expense	Office Supplies - COS	101 General	237107025	July		
	Office Expense Total					41.62	2.79
Little Caesars Total						41.62	2.79
		52802 Office Supplies Expense :				307.56	20.58
Red Robin	Office Expense	Office Supplies - COS	101 General	519411	July		
	Office Expense Total					307.56	20.58
Red Robin Total						307.56	20.58
		52802 Office Supplies Expense :				113.30	7.58
Smart & Final	Office Expense	Office Supplies - COS	101 General	7102023	July		
				7162023	July	114.97	7.69
				7202023	July	15.56	1.04
	Office Expense Total					243.83	16.32
Smart & Final Total						243.83	16.32
		52802 Office Supplies Expense :				262.46	17.56
Subway	Office Expense	Office Supplies - COS	101 General	V3X-6GV	July		
	Office Expense Total					262.46	17.56
Subway Total						262.46	17.56
		52802 Office Supplies Expense :				398.42	26.66
Successories	Office Expense	Office Supplies - COS	101 General	S419680	July		
	Office Expense Total					398.42	26.66
Successories Total						398.42	26.66
		52802 Office Supplies Expense :				153.01	10.24
Urbane Café	Office Expense	Office Supplies - COS	101 General	19644914337628100	July		
	Office Expense Total					153.01	10.24
Urbane Café Total						153.01	10.24
		52802 Office Supplies Expense :				252.04	16.87
Viva La Pasta	Office Expense	Office Supplies - COS	101 General	B78	July		
	Office Expense Total					252.04	16.87
Viva La Pasta Total						252.04	16.87
Grand Total						208,057.61	17,597.70

TO: IQ ACADEMY CALIFORNIA- LOS ANGELES GOVERNING BOARD

BOARD REPORT #05

APPROVED

VIA: IQ ACADEMY STAFF
September 13th, 2023

SUBJECT: East San Gabriel Valley SELPA 2023-24 Local Plan Approval

PROPOSAL: It is proposed that the Governing Board of iQ Academy California- Los Angeles (IQLA) review and approve the Local Plan.

BACKGROUND: IQLA is a member Local Educational Agency (LEA) of the East San Gabriel Valley Special Education Local Plan Area (ESGV SELPA). The SELPA governing document known as The Local Plan is required to be updated every three years. The required sections of the Local Plan and the related SELPA Policies and Procedures (SPP) were approved unanimously by the ESGV SELPA Superintendents' Council on May 19, 2023. Following approval by the Superintendents' Council, the Local Plan requires adoption/approval by all governing boards of participating LEAs and by the Los Angeles County Office of Education (LACOE). Approval indicates that the Local Plan has been adopted and is the basis for the operation and administration of special education programs. Additionally, the Local Plan will be submitted to the California Department of Education (CDE). Upon final approval, the Local Plan must be posted on the website of each LEA, the ESGV SELPA, and LACOE.

BUDGET IMPLICATIONS:
There is no anticipated fiscal impact with approval of the Local Plan.

RECOMMENDATIONS:
It is recommended the Governing Board:

1. Review and approve the Local Plan (Exhibit A).

RESPECTFULLY SUBMITTED:
Nick Stecken
Head of School

PREPARED BY:
Kristine Gornto
School Compliance Consultant

PRESENTED BY:
Kristine Gornto
School Compliance Consultant

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes___ **Witnessed:** Casey Robinson **Date:** _9/13/2023_____

Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Brian Huff	X				X	
Dr. Julie Mendoza	X					
Ben Pace	X					X

Proposed Changes
Local Plan Section B: Governance and Administration - 2023-2024

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly

Amendments to the Local Plan
The SELPA Director shall be responsible for coordinating the development of any proposed amendments to the local plan. Amendments to the permanent portion of the local plan may be considered at any time. The Superintendents' Council may adopt changes to the local plan on an interim basis, not to exceed one school year. Amendments will be provided to the Community Advisory Committee for input and review and requires the approval of each LEA governing board. Following approval by all LEA governing boards, the SELPA will submit the local plan to the Los Angeles County Office of Education (LACOE) and California Department of ~~Special~~ Education. ~~for submission to the State Board of Education~~.

Withdrawal from SELPA
A member LEA that desires to withdraw from the SELPA shall notify the California Department of Education, the SELPA, and the participating county office(s) of its intent to withdraw from the SELPA at least one year prior to the proposed effective date of the withdrawal. Any such plan to withdraw from the SELPA will be submitted to the Superintendents' Council for approval. Any LEA initiating a proposal to withdraw from the SELPA shall bear the total cost of consultants retained by the LEA or SELPA to provide a thorough analysis of legal, programmatical, and~~or~~ fiscal implications caused by such proposed action. In addition, any due process costs associated with a withdrawal from SELPA shall be born entirely by the LEA initiating the change.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC):

The East San Gabriel Valley SELPA Community Advisory Committee (CAC) serves in an advisory capacity and responsibilities include:

1. Advise the policy and administrative entity on the development, amendment, and review of the local plan.
2. Recommend annual priorities to be addressed by the SELPA.
3. Assist in parent education and in recruiting parents, students, community members, and other volunteers who may contribute to the implementation of the plan.
4. Encourage community involvement in the development of the local plan.
5. Support activities on behalf of individuals with exceptional needs.
6. Assist in parent awareness of the importance of regular school attendance.
7. The Executive Committee of the CAC shall present updates to the Superintendent's Council at least 1 time a year.

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The CAC shall have regularly scheduled meetings not less than four times per year. All meetings of the committee shall be held according to law and applicable sections of the Brown Act. The SELPA Director/designee will present the CAC's input to the Superintendents' Council for consideration.

Announcements of CAC meetings and activities will be distributed to parents of children with special needs in the SELPA. In addition, information will be posted on the SELPA web page and in any other location required by law.

The CAC shall adopt bylaws, subject to approval by the Superintendents' Council, consistent with legal requirements and the advisory role of the CAC.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC:

The Local Plan will be reviewed and updated cooperatively by a committee of representatives of special and regular teachers and administrators selected by the group they represent and with input from the Community Advisory Committee and from any applicable special education advisory groups.

10. For multi-LEA local plans, specify:
c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

LEA special education administrators are responsible for the coordination of special education services and programs within their agencies and for ensuring the implementation of ~~the~~ all sections of the local plan ~~within their LEAs~~, including ensuring adherence to all approved SELPA policies and procedures.

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

c. The operation of special education programs:

The SELPA Director carries out the SELPA's obligation to assure equal access to all programs and services in the SELPA and provides advice to members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan,

on the availability of established due process and legal service options and procedures. In cooperation with the California Department of Education, the SELPA Director provides information to ensure that all special education pupils receive appropriate due process and procedural safeguards as provided by law.

Specific duties of the SELPA Director include, but are not limited to:

1. Coordinate implementation of all components of the local plan.
2. Prepare and submit approved annual budget and service plans.
3. Oversee the recruitment, supervision, and evaluation of SELPA designated staff.
4. Gather input from LEA program and business staff to formulate policy and procedure recommendations for Superintendents' Council action related to the distribution of state and federal funds among the LEAs.
5. Meet with CAC and LEA program and business staff regarding special education program needs, policies, procedures, agreements, and forms; and the development and implementation of personnel development programs.
6. Provide LEA program staff with a venue for sharing ideas regarding issues such as IEP development and implementation, curriculum scope and sequence, student performance targets, assessments, instructional best practices, and day-to-day operations.
7. Develop and maintain interagency agreements with appropriate public agencies to ensure a full range of special education programs and services.
8. Ensure appropriate use of federal, state, and local funds allocated for special education.
9. Prepare program and fiscal reports required by the LEAs, SELPA, and California Department of Education.
10. Provide technical assistance and consultation to LEAs in all areas of special education, including complaint and due process procedures.
11. Adopt and implement a management information system.
12. Inform the superintendents of the status of the special education programs.
13. Serve as Secretary to the Superintendents' Council.
14. Serve as Secretary to the CAC.

In the event the SELPA Director has knowledge of noncompliance and/or concerns regarding compliance trends, he/she shall inform the director of special education or responsible administrator and the LEA superintendent. Such reports may be part of ongoing discussions at Superintendents' Council meetings. After attempts to resolve issues of noncompliance, the SELPA Director may recommend corrective action plans, re-allocation of funds, and other remedies to the Superintendents' Council. Remedies may include the involvement of the California Department of Education.

A duly adopted board policy of each LEA member of the ESGV SELPA shall indicate that the LEA is responsible for educating children with disabilities in the least restrictive environment. Placement in special education programs or services occurs only when the nature or severity of the disability is such that the child's education, even with the use of modifications of the general education program or use of supplementary aids or programs, cannot be achieved satisfactorily in the general education setting.

LEA responsibilities include, but are not limited to:

1. Coordinating and conducting child find activities.
2. Making available a free appropriate public education to all children residing in the LEA between the ages of birth through 21 inclusive, including students with disabilities who have been suspended or expelled from school.
3. Developing and providing programs and services for all eligible students residing in the district and for students at private schools located in the district.
4. Identifying and serving students in medical, foster or licensed children's institution facilities.
5. Participating in state/district-wide assessments.
6. Operating all special education programs and services in accordance with state and federal laws and regulations.
7. Responding to compliance and due process complaints and implementing the decisions of compliance investigations or due process hearings.
8. Utilizing the same management information system, forms, procedures and guidelines as all other districts within the SELPA.
9. Collecting and completing state and federal report requirements; including California Longitudinal Pupil Achievement Data System (CALPADS) reports, self-reviews, and verification reviews.
10. Disseminating and supporting CAC events and activities.

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments:

Funds for low incidence equipment, materials, and supplies as well as for low incidence services are restricted to support of students in the following disability categories: hard-of-hearing, ~~deaf~~deafness, visual ~~disability~~impairment, ~~severely orthopedically impaired~~orthopedic impairment, and ~~deaf-blind~~blindness. The funds are administered through the SELPA as specified in the *East San Gabriel Valley SELPA Low Incidence Guidel*ines and include receipt of funds, expenditure of funds, maintenance of an inventory, development of procedures for exchange of equipment, and reporting to the state.

Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services –SPP200

Pursuant to *EC* sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the administrator of the SELPAs, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

1. **Coordination of the SELPA and the implementation of the local plan:**

   Description:
   Direct Instructional support provided by the program specialists: SELPA program specialist(s) work under the direction of the SELPA Administrator to support the coordination and implementation of the local plan through their support to regionalized programs and member LEAs, as requested. LEA program specialists support the coordination of the SELPA and the implementation of the local plan through collaboration amongst member LEAs, including the support and operation of regionalized Provider Programs.

   Role of the RLA/AU: The AU receives and maintains accountability for fiscal and accounting records in accordance with federal and state requirements and submitting reports to appropriate authorities, as well as distributes funds to member districts in accordance with the ESGV SELPA allocation plan, at the direction of the SELPA office.

   Role of the Administrator of the SELPA: The SELPA Administrator will ensure that the local plan is implemented and will make recommendations to the Superintendents' Council when revisions to the local plan are needed. The SELPA Administrator will also facilitate the development and approval of SELPA policies and procedures necessary to implement the local plan.

   The SELPA Administrator is responsible in working with the member LEAs and other agencies to ensure a full continuum of placement and services options are available to students within the SELPA. The SELPA Administrator is responsible for ensuring the direction of the AU in the allocation of funds consistent with the approved allocation plan.

Role of the Individual LEAs: LEAs ensure a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. LEAs will support the continuum of services that exist within the SELPA through their support of Provider Programs. The individual LEAs, through their Superintendent's participation on the Superintendents' Council, will approve any policies and procedures needed to implement the local plan. LEAs are responsible for the recruitment, appointment, and active participation of LEA representatives on the Community Advisory Committee.

2. Coordinated system of identification and assessment:

Description:
Direct Instructional support provided by the program specialists: SELPA program specialist(s) work under the direction of the SELPA Administrator to support a coordinated system of identification and assessment, including students enrolled in private schools. LEA program specialists work collaboratively with the SELPA and member districts to support the coordination of identification and assessment.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA Administrator ensures each LEA conducts child find activities. The SELPA Administrator supports child find activities at a regional and county level, including facilitation of public notices. The SELPA will provide technical support to LEAs and guidance to parents, as needed. The SELPA will also participate in child find activities established by the LEAs and ensure appropriate interagency agreements are in place to support activities.

Role of the Individual LEAs: Each LEA is responsible for identifying and assessing all students for whom they are responsible for through a coordinated system of child find and related activities. Districts operating Provider Programs in the SELPA will support the coordination of identification and assessment collaboratively with the District of Residence for all students enrolled in the District. LEAs are responsible for ensuring that all assessments are conducted by qualified staff, using valid and reliable instruments and assessment practices.

3. Coordinated system of procedural safeguards:

Description:
Direct Instructional support provided by the program specialists: Program specialists support a coordinated system of procedural safeguards/parent rights, including offering to review procedural safeguards and providing information to parents/guardians as needed. The SELPA program specialist(s) work under direction of the SELPA administrator and may provide alternative dispute resolution through contact with parents/guardians. The SELPA programs specialist(s) provide parents/guardians with a copy of their procedural safeguards and upon request will review all procedural safeguards with parents/guardians.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA provides alternate dispute resolution support as requested by member districts and through contact initiated by parents. The SELPA Administrator assists parents, upon request, with filing complaints with the Office of Administrative Hearings and/or the California Department of Education when requested. The SELPA Administrator will provide parents/guardians with a copy of their procedural safeguards and upon request will review all procedural safeguards with parents/guardians. The SELPA ensures updated copies of procedural safeguards are available and offered to parents in all member districts and will maintain a copy on the SELPA website.

Role of the Individual LEAs: The LEAs provide procedural safeguards to parents/guardians consistent with the education code, assist parents with understanding their procedural safeguards, and ensures that procedural safeguards are implemented consistently. The LEAs assist parents, upon request, with filing complaints with the Office of Administrative Hearings when requested.

4. Coordinated system of staff development and parent and guardian education:

Description:
Direct Instructional support provided by the program specialists: SELPA program specialist(s) work under the direction of the SELPA Administrator to support staff development, as well as parent and guardian education. Program specialists, including LEA program specialists, may provide direct training and support the dissemination and implementation of evidenced-based practices.

Role of the RLA/AU: ~~N/A~~Upon request of the SELPA, the Administrative Unit (AU) will procure contracts for professional development and other staff and parent trainings.

Role of the Administrator of the SELPA: On an annual basis, input is collected from the Special Education Directors from member LEAs to determine the staff development needs that the SELPA is requested to provide. On an annual basis, the Community Advisory Committee will provide input on the parent and guardian education needs. The SELPA will provide needed training and supports as requested, or determined appropriate, for each LEA.
The SELPA Administrator will regularly provide information from the state level regarding initiatives, resources, and supports available to the SELPA and member LEAs.

Role of the Individual LEAs: LEAs will determine their staff development and parent/guardian education, based on their local needs. They may seek technical assistance or input from the SELPA. Whenever possible, LEAs will extend appropriate staff development and parent/guardian training opportunities to member districts within the SELPA. LEAs operating regionalized Provider Programs will ensure program staff receive appropriate professional development.

5. **Coordinated system of curriculum development and alignment with the core curriculum:**

Description:
Direct Instructional support provided by the program specialists: SELPA program specialist(s) work under the direction of the SELPA Administrator to support a coordinated system of curriculum development and alignment with the core curriculum. Program specialists may provide direct training, attend state and regional professional development opportunities, and support the implementation of curriculum across the SELPA, as requested. Program specialists working within Provider Programs support the coordination of curriculum development and alignment with the core curriculum.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA Administrator will provide technical assistance and staff development, as requested or determined appropriate, including the dissemination of evidence-based practices and curricular resources and strategies.

Role of the Individual LEAs: LEAs will determine their needs for curriculum development and alignment with the core curriculum, based on their local needs. Districts operating provider programs are responsible for ensuring curriculum development and alignment with the core curriculum.

6. **Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:**

Description:
Direct Instructional support provided by the program specialists: SELPA program specialist(s) work under the direction of the SELPA Administrator to support LEAs in activities related to performance, compliance, and accountability. LEA program specialists work collaboratively with the SELPA to address performance, compliance, and accountability issues.

Role of the RLA/AU: The AU will receive and maintain accountability for fiscal and accounting records in accordance with federal and state requirements and will submit reports to appropriate authorities, including support of the submission of SELPA fiscal accountability reports (e.g., Maintenance of Effort).

Role of the Administrator of the SELPA:
The SELPA Administrator is actively involved in compliance and performance of member LEAs within the SELPA. will:

1. Review Annual Performance Reports, California School Dashboard, Local Control Accountability Plans, and other data sources with LEA administrators.
2. Provide technical assistance and support/consultation to member LEAs with Annual Performance Reports, California School Dashboard, Local Control Accountability Plans, and other data sources.
3. Review Annual Budget Plan with Superintendents' Council, CAC and other interested parents, community or educational groups
4. Review Annual Service Plan by Superintendents' Council, CAC and other interested parents, community or educational groups

5. Review of the funding Allocation Plan by the Superintendents to ensure appropriate distribution of funds.

Role of the Individual LEAs. Individual LEAs review and monitor Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Individual LEAs also engage in monitoring activities as required by the CDE, including the Compliance Improvement Monitoring plans with the support of the SELPA as requested. LEAs will review and address performance, compliance, and accountability issues in a timely manner.

7. Coordinated system of data collection and management:

Description:
Direct Instructional support provided by the program specialists: SELPA program specialist(s) and operational staff work under the direction of the SELPA Administrator to support a coordinated system of data collection and management. LEA program specialists work collaboratively with the SELPA to ensure a coordinated system of data collection and management.

Role of the RLA/AU: ~~N/A~~ Upon request of the SELPA, the Administrative Unit (AU) will secure contracts and support the SELPA's technology and software to ensure a coordinated system of data collection and management.

Role of the Administrator of the SELPA: The SELPA will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission and any other required reports of each member LEA, as required by the California Department of Education. The SELPA will provide technical assistance and training to LEAs as requested and/or deemed necessary by the SELPA. The SELPA establishes and maintains the Special Education Data System (i.e. SEIS) for all LEA members to access and use for reporting purposes.

Role of the Individual LEAs: The LEAs are responsible for data entry, quality and integrity. The LEAs will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission and any other required reports, as required by the California Department of Education. LEAs members are required to use the Special Education Data System (i.e. SEIS) established by the SELPA.

8. Coordination of interagency agreements:

Description:
Direct Instructional support provided by the program specialists: SELPA program specialist(s) work under the direction of the SELPA Administrator to support the coordination of interagency agreements. LEA program specialists, including those solely in Provider Programs, will work collaboratively with the SELPA to support the coordination of interagency agreements.

Role of the RLA/AU: The AU is responsible for executing interagency agreements at the direction of the SELPA. Such agreements may be required to be approved the AU's governing board in the interest of the member districts of the SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will serve on committees as interagency agreements are being reviewed, revised, or developed. The SELPA Administrator will ensure that interagency agreements are in place as required by California Education Code and provide technical assistance and dispute resolution as needed. Interagency agreements necessary to support the implementation of the local plan, and as required by legal mandates, have been developed with the following agencies:

1. California Children's Services.
2. San Gabriel - Pomona Regional Center.
3. SELPA Agreement (formally referred to as the "Administrative Unit ("AU") Agreement") - All participating LEAs

Other interagency agreements will be developed as needed. Copies of these documents can be requested through the SELPA office. All interagency agreements entered into by the SELPA shall be incorporated into this local plan as though fully set forth herein.

Role of the Individual LEAs: Through their Superintendent's participation in the Superintendents' Council and/or at the direction of the SELPA, LEAs will approve and implement interagency agreements as appropriate.

9. Coordination of services to medical facilities:

Description:
Direct Instructional support provided by the program specialist: The SELPA program specialist(s) work under the direction of the SELPA Administrator to support LEAs in ensuring students have a full educational opportunity when residing in medical facilities. LEA program specialists work collaboratively with the SELPA and other member districts to ensure a full educational opportunity for students residing in medical facilities.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA will facilitate the coordination of Special Education and Related Services by the designated LEAs.

Role of the Individual LEAs: Individuals with exceptional needs who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the educational responsibility of the local educational agency in which the hospital or facility is located.

10. Coordination of service to licensed children's institutions and foster family homes:

Description:
Direct Instructional support provided by the program specialist: The SELPA program specialist(s) and LEA program specialists work collaboratively to ensure students have a full educational opportunity regardless of the district of special education accountability.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA will facilitate the coordination of these services by the designated LEAs.

Role of the individual LEAs: Special education services for students with disabilities residing in foster family homes or licensed children's institutions shall be the responsibility of the district in which the foster family home or the licensed children's institution is located, unless based on education code there is another district of special education accountability which would be responsible.

11. **Preparation and transmission of required special education local plan area reports:**

Description:
Direct Instructional support provided by the program specialists: SELPA program specialist(s) work under the direction of the SELPA Administrator to support the transmission of required SELPA reports. LEA program specialists will work collaboratively with the SELPA to support the completion of required reports.

Role of the RLA/AU: The AU is responsible, in conjunction with and under the direction of the SELPA, for completion of required accountability and fiscal reports on behalf of the SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator will ensure timely transmission of required reports and provide technical assistance to LEAs in completing those reports.

Role of the individual LEAs: Individual LEAs will submit required data and work collaboratively in order for the SELPA to submit timely reports.

12. **Fiscal and logistical support of the CAC:**

Description:
Direct Instructional support provided by the program specialists: SELPA program specialist(s) work under the direction of the SELPA Administrator to provide support to the CAC. LEA program specialists will work collaboratively with the SELPA and CAC to support CAC activities, including but not limited to: parent training, disability awareness, special events, community outreaches, and presentations at CAC meetings.

Role of the RLA/AU: The AU maintains accountability for fiscal and accounting records, including the CAC allotted budget, in accordance with federal and state requirements,

Role of the Administrator of the SELPA: The SELPA Administrator will provide fiscal and logistical support to CAC meetings, events, and trainings as appropriate. The SELPA will monitor the status of the CAC Budget and make annual recommendations to the Superintendents' Council as appropriate. The SELPA Administrator will support identified parent training topics through securing presenters in collaboration with the CAC. The SELPA Administrator will directly support CAC outreaches, expositions, and legislative advocacy activities.

Role of the individual LEAs: The LEAs, through their Superintendent's participation on the Superintendents' Council, will ensure the SELPA has sufficient resources to provide fiscal and logistical support for the CAC. LEA Directors shall facilitate communication between their CAC representative and their LEA and support CAC events and trainings as requested and appropriate. LEAs are responsible for the recruitment, appointment, and active participation of LEA representatives on the Community Advisory Committee.

13. **Coordination of transportation services for individuals with exceptional needs:**

Description:
Direct Instructional support provided by the program specialists: SELPA program specialist(s)

work under the direction of the SELPA Administrator to support a coordinated system

transportation services for students with disabilities. LEA program specialists work collaboratively with the SELPA and member LEAs to ensure a coordinated system of transportation services.

Role of the RLA/AU: At the direction of the SELPA Superintendents' Council, the AU will publish a Request for Bids (RFB), ~~and~~ secure transportation contracts, and/or extend or amend existing contracts as directed.

Role of the Administrator of the SELPA: The SELPA Administrator supervises the SELPA Transportation Department to ensure effective transportation services and fiscal oversight of the transportation contract. The SELPA office provides regular communication to the member LEAs for their share of the transportation contract and resolves service and safety issues in a timely manner.

Role of the individual LEAs: Each member LEA is responsible for providing transportation for their students with disabilities as determined by their IEP teams. LEAs choosing to access SELPA transportation services are responsible for providing transportation data and working collaboratively with the SELPA office to ensure safe and effective service for all students. Districts operating Provider Programs are responsible for the coordination of transportation services for all students from member LEAs in the program, unless otherwise directed by the District of Residence.

14. Coordination of career and vocational education and transition services:

Description:
Direct Instructional support provided by the program specialist: SELPA program specialist(s) work under the direction of the SELPA Administrator, support staff development, program development, and evidenced-based practices related to career and vocational/transition services. LEA program specialists work collaboratively to ensure coordination of career/vocational education and transition services.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA Administrator will provide technical assistance and staff development as needed. The SELPA Administrator will ensure appropriate interagency agreements are in place and facilitate connection to agencies, as appropriate, including technical assistance with state and federal grants that support career and vocational education and transition services (e.g., ~~Workability~~ vocational/work experience grants).

Role of the individual LEAs: Each LEA will provide appropriate career and vocational education and transition services as required under state and federal law, including providing required elements of state and federal grants as appropriate. LEAs will also coordinate with local agencies (e.g., Regional Center and Department of Rehabilitation).

15. **Assurance of full educational opportunity:**

Description:
Direct Instructional support provided by the program specialists: SELPA program specialist(s) work under the direction of the SELPA Administrator to support full educational opportunity, including a full continuum of placement and service options. LEA program specialists support full educational opportunity through the support of the Provider Programs and ensuring a full continuum of placement and services options is available for all students residing within the SELPA boundaries.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: Through approval of the Annual Services Plan, the SELPA Administrator will ensure that the full continuum of services is provided, including the coordination of the SELPA's Provider Programs. The SELPA will assist with Inter-SELPA Transfers, as needed. Additionally, professional development and technical assistance is available upon request or as determined to be needed by the SELPA to LEAs and/or nonpublic schools.

Role of the individual LEAs: Each LEA, through the Superintendent's participation on the Superintendents' Council, will determine the regional programs needed to meet the needs of the students with disabilities within the SELPA. Additionally, each LEA is responsible for providing a full continuum of services. LEAs operating Provider Programs supporting the SELPA's full continuum of placement and service options.

16. **Fiscal administration and the allocation of state and federal funds pursuant to EC Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.**

Description:
Direct Instructional support provided by the program specialist: N/A.

Role of the RLA/AU: The AU and SELPA will work collaboratively on the reporting and accounting of special education funding and distributes funds to districts based on the SELPA allocation model.

Role of the Administrator of the SELPA: The SELPA Administrator will facilitate the distribution of funds in accordance with the funding allocation plan approved by the Superintendents' Council. The SELPA Administrator will also facilitate the Annual Budget Plan.

Role of the individual LEAs: Each LEA, through the Superintendent's participation on the Superintendents' Council, determine and approve the allocation of funds to the member LEAs and the Annual Budget Plan. The LEAs will also submit required fiscal reports as required by state and federal laws.

17. **Direct instructional program support that may be provided by program specialists in accordance with EC Section 56836.01:**

Description:
Direct Instructional support provided by the program specialist: Under the direction of the SELPA Administrator, direct instructional program support that may be provided by SELPA program specialist(s) shall include, but are not limited to:

- Conduct observations consult with and assist special and general education staff, administrators, and parents regarding appropriate placement and services for students.
- Participate in program development, including the development and support of regionalized programs.
- Coordinate curricular resources and take leadership in ensuring the use of appropriate instructional methods, strategies, interventions and resources.
- Facilitate the development and implementation of staff development and parent education activities.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA administrator supervises and evaluates designated SELPA program specialist(s) and provides training and guidance to the program specialist(s) as needed

Role of the individual LEAs: LEAs, including LEA program specialists, are responsible to provide direct instructional support to programs in order to ensure students have access to a full continuum of Special Education and Related Services.

Local Plan Section B Governance and Administration: Special Education Local Plan Area Services SPP300

1. Programs for Early Childhood / Part C Early Intervention Special Education

Designated districts provide Early Start services on a regional basis. Those designated districts are Azusa USD and Covina-Valley USD. These districts serve all solely low incidence (visual impairments, hearing impairments, and orthopedic impairments) identified infants with funding through federal resources and funding from the district of residence.

Additionally, some infants residing in the SELPA may be *"dually served"* with Regional Center, and neighboring SELPAs/LEAs with different funding models and Memorandum of Understandings (MOUs) with Regional Center than the MOU with the ESGV SELPA. The Regional Center remains payer of last resort for those children who are "dually served."

Necessary Early Start services are provided in the natural environment, to include home, group and community settings. School districts are responsible for needed transportation to special education and related services noted on the IFSP. For solely low incidence children, the designated school district provides service coordination, special education and related services.

The ESGV SELPA is committed to providing all of the procedural safeguards to families of infants and toddlers with disabilities as mandated by state and federal law. Parent rights are given to all families upon initial IFSP meeting.

For children with an intake at the Regional Center prior to 2 years, 10~~.5~~ months old, the school districts in the ESGV SELPA are committed to working with the Regional Center to assure the completion of an initial evaluation and an IEP by the child's third birthday.

Referrals for students ages 3, 4, and 5 who are not in kindergarten are made to the child's school district of residence. Referrals for assessment may be received from parents, pediatricians, social workers or other community members. Parents will receive either an Assessment Plan or Prior Written Notice to Parent of Action within 15 days of the referral. If an Assessment Plan is signed by the parent/guardian, the assessment will be completed within 60 days of receipt by the district.

Preschool special education services are provided to students with IEPs in a variety of ways according to district procedures. Some districts offer individual and small group instruction in special education class settings. Trans-disciplinary teams share their expertise, working with parents, in addressing the needs of children. Districts may collaborate with other districts within the SELPA, in neighboring SELPAs, or the county office of education to offer special education preschool classes. Some 3, 4 and 5 year olds with disabilities are enrolled in state preschool programs or Head Start as part of their IEP and receive special education and related services to support progress in that setting. The IEP team may determine that some special education eligible 3, 4, and 5 year olds do not require individual and small group instruction to address their special education needs. These children may receive speech/language services and any other necessary related services in community settings or at the local school site. Transportation will be provided if necessary for the child to access special education services.

All children who received special education preschool services will be reevaluated by qualified personnel before entering kindergarten to determine whether or not they are a child with a disability requiring ongoing special education services

See *Memorandum of Understanding between ESGV SELPA and San Gabriel Pomona Regional Center* in the *Exhibits* section related to services for children aged birth to three years. For a listing of programs for early childhood special education programs and services for children aged three through five years of age, see the *Annual Service Plan.* The documents referenced in this paragraph are incorporated by such reference in their entirety.

2. Public Addressing the Governing Body

Members of the public, including parents or guardians of students with disabilities, may address questions or concerns to the governing boards of each LEA, the Superintendents' Council, the LEA Special Education Director, ~~The~~ the SELPA ~~Director~~Administrator, and/or the CAC.

3. Dispute Resolution

In the event of a disagreement between LEAs, LEAs and the AU, LEAs and/or the AU and the SELPA regarding the distribution of funding, responsibility for service provision and any other governance activities specified in the local plan, the dispute resolution process ~~included in the *ESGV SELPA Procedural Handbook*~~approved by the Superintendents' Council will be followed. This procedure is intended to resolve disagreements in a mutually satisfactory manner and at the lowest level possible in the governance structure outlined in the Local Plan without undermining local authority. ~~The *ESGV SELPA Procedural Handbook* is incorporated by this reference in its entirety.~~

4. Utilization of General Education Resources

Each LEA shall ensure that a pupil is referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Such resources may include, but not be limited to, response to intervention models, student study/success teams, multi-tiered systems of support (MTSS), early literacy programs, ~~and~~ remedial programs, and other general education interventions..

5. Nonpublic School Placements

Each LEA that contracts with a nonpublic, nonsectarian school shall evaluate the placement of its pupil(s) in such schools on at least an annual basis as part of the annual IEP review. The LEA representative shall also review the master contract, the individual services agreement, and the IEP to ensure that all services agreed upon and specified in the IEP are provided.

Each LEA shall ensure the ~~Evaluation evaluation~~, by qualified personnel, of the educational progress of each pupil placed in a nonpublic, nonsectarian school, including all state assessments required.

Each LEA shall, at least annually, consider whether or not the needs of the pupil continue to be best met at the nonpublic, nonsectarian school and whether changes to the individualized education program of the pupil are necessary, including whether the pupil may be transitioned to a public school setting.

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in EC 56026(c)(4)) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (EC Section 56040) It is the responsibility of the District of Residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (EC Section 56041)

The LEAs of the SELPA shall:

1. Seek out eligible adults residing within its boundaries
2. Review and revise IEPs as necessary, including conducting annual reviews
3. Determine whether the qualified individual wishes to receive FAPE and if so ensure FAPE is provided with consent

The following special education requirements do not apply to eligible individuals who are convicted as adults under State law and incarcerated in adult prisons:

- Eligible individuals are exempt from
    - State and LEA-wide assessment programs
    - Transition Planning and transition services
    - IEP team may modify the individual's IEP or placement notwithstanding the least restrictive environment requirement if there is a security or compelling penological interest that cannot otherwise be accommodated.

Special Education Local Plan Area (SELPA) Local Plan

SELPA | East San Gabriel Valley SELPA | Fiscal Year | 2023–24

LOCAL PLAN

Section A: Contacts and Certifications

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

2023–24 Local Plan Annual Submission

SELPA | East San Gabriel Valley SELPA | Fiscal Year | 2023–24

Contact Information and Certification Requirements

A1. Check the box or boxes that best represents the SELPA's Local Plan submission to the California Department of Education (CDE):

☐ *NEW* SELPA (for proposed multiple Local Educational Agency (LEA) SELPA, or COE joined SELPA only)

☒ Local Plan Section B: Governance and Administration

- Local Plan Section B
- Certifications 1, 3, 4 and 5 are required
- Attachment I is required. Note: Additional attachments may be required if the amendment affects the services or funding associated with the Local Plan

☒ Local Plan Section D: Annual Budget Plan

☐ Select if this Local Plan Section D submission was revised after June 30th due date

- Local Plan Section D
- Certifications 2, 3, 4 and 5 are required
- Attachments I-V are required
- If the submission is an amendment of special education revenues and/or expenditures previously reported to the CDE due to changes in services and programs provided by LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section E: Annual Service Plan, along with Attachment VI and VII.

☒ Local Plan Section E: Annual Service Plan

☐ Select if this Local Plan Section E submission was revised after June 30th due date

- Local Plan Section E
- Certifications 2, 3, 4 and 5 are required
- Attachments I and VI are required
- If the submission is an amendment of programs and services previously reported to the CDE that affect the allocation of special education funds to LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section D: Annual Budget Plan, along with Attachments II-V and VII.

☐ Local Educational Agency Membership Changes

SELPA: East San Gabriel Valley SELPA | Fiscal Year: 2023–24

A2. SELPA Identification

Enter the 4-digit SELPA code issued by the CDE. SELPA codes can be found on the CDE website located at http://www.cde.ca.gov/sp/se/as/caselpas.asp.

SELPA: 1903

A3. SELPA Administrator Contact Information

Enter address information for the SELPA. Include current SELPA administrator contact information. NOTE: SELPA administrator position changes do not require amendments to the Local Plan. However, in such cases the new SELPA administrator assumes the responsibility for the contents and implementation of the last approved Local Plan filed with the CDE.

SELPA Name	East San Gabriel Valley SELPA		
Street Address	1400 Ranger Drive	Zip Code	91722
City	Covina	County	Los Angeles
Mailing Address	1400 Ranger Drive		
City	Covina	Zip Code	91722
Administrator First Name	Scott	Administrator Last Name	Turner
Administrator Title	Executive Director		
Administrator's Email	sturner@esgvselpa.org		
Telephone	(626) 966-1679	Extension	

A4. Administrative Entity (Responsible Local Agency or Person (as applicable) Contact Information

Enter information for the current administrative entity. This is the responsible local agency or, an administrative unit for a multiple LEA SELPA or COE joined SELPA; or an identified responsible person for a single LEA SELPA. In either case, the administrative entity identified is responsible for the implementation and/or fiscal administration of the Local Plan.

Administrative Entity Name	Covina-Valley Unified School District		
Street Address	519 E. Badillo St.	Zip Code	91723

Section A: Contacts and Certifications

SELPA	East San Gabriel Valley SELPA	Fiscal Year	2023–24

City	Covina	County	Los Angeles
Contact First Name	Elizabeth	Last Name	Eminhizer
Contact Title	Superintendent		
Email	eeminhizer@c-vusd.org		
Telephone	(626) 974-7000	Extension	80000

Special Education Local Plan Area Review Requirements

Community Advisory Committee

A5. Pursuant to California *Education Code* (*EC*) sections 56194(a) and (b); and 56205(a)(12)(E) and (b)(7), the SELPA must involve the Community Advisory Committee (CAC) at regular intervals during the development and review of each Local Plan section. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

☒ Yes ☐ No

A6. Pursuant to *EC* Section 56207(b)(7), the Local Plan section(s): Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan must be provided to the CAC for final review 30 days prior to the plan being submitted the CDE.

The Local Plan was submitted to the CAC on: May 16, 2023

County Office of Education

A7. Pursuant to *EC* sections 56140, 56195.1(c), and 56205, within 45 days, the COE, or COEs (as applicable) must approve or disapprove any proposed Local Plan, including any amendment submitted by a SELPA within the county or counties. Enter the COE or COEs responsible for, coordinating special education services within a county, reviewing, and approving the Local Plan.

Select the "Add COE" button to add additional COEs as needed. Users my select the "checkbox" next to the COE entry and the "Delete COE" to remove entries as necessary.

Section A: Contacts and Certifications

SELPA: East San Gabriel Valley SELPA

Fiscal Year: 2023–24

☑ COE responsible for approving the Local Plan

Los Angeles County Office of Education

Local Plan section(s) was/were provided to the COE(s) listed for approval on: May 22, 2023

Add COE | Delete COE

Public Hearing Requirements

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plans

Public Hearing notices must be posted at each school site informing the public of the SELPA Public Hearing for the adoption of Local Plan Section D: Annual Budget Plan, and/or Local Plan Section E: Annual Service Plan at least 15 days before the hearing. Evidence of the posting should be maintained and made available to the CDE upon request.

A8. Local Plan Section D: Annual Budget Plan Public Hearing

Most Recent School Site Posting Date: May 3, 2023

SELPA Public Hearing Date: May 19, 2023

A9. Local Plan Section E: Annual Service Plan Public Hearing

Most Recent School Site Posting Date: May 3, 2023

SELPA Public Hearing Date: May 19, 2023

Submitting the Local Plan to the California Department of Education

STEP 1: Contacts and Certifications

Section A is required when submitting any and all Local Plan sections to the CDE for approval. Certifications and applicable attachments associated with the type of submission identified in item A1 above must be included with each submission.

STEP 2: SELPA Governance Structure

A10. For the purposes of special education, the governing board of a district/charter LEA must elect to participate in a SELPA. The SELPA's governance structure is defined by this election. The SELPA meets requirements and has elected the following governance structure for the Local Plan. Select one of the following three choices:

Section A: Contacts and Certifications

SELPA: East San Gabriel Valley SELPA

Fiscal Year: 2023–24

- ☐ Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- ☑ Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- ☐ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

STEP 3: Prior Submissions

A11. Enter the fiscal year of the previously submitted Local Plan section:

Section B: Governance and Administration	2020-21
Section D: Annual Budget Plan	2022-23
Section E: Annual Service Plan	2022-23

STEP 4: Local Plan Collaboration

A12. Many representatives of the community are involved in the development of all sections of a Local Plan. In this table, report the participation of key stakeholders required to participate in regular meetings by *EC* sections 56001(f) and 56192 including administrators, general education teachers, special education teachers, members of the CAC, parents selected by the CAC, or other persons concerned with individuals with exceptional needs. Include the agency, first and last name, the title of each participant who was involved in the collaboration in the development of the Local Plan sections, and the section worked on. Select the "Add" button to insert a new row and the "-" button to delete the corresponding row.

Add	Agency	First and Last Name	Title	Section
-	Azusa USD	Yvette Walker	Administrator-Gen. Ed.	All
-	Azusa USD	Barbara Rodas	Other	All
-	Bassett USD	Juan Soria	Teacher-Spec. Ed.	All
-	Bassett USD	Gretchen Carrera	Administrator-Spec. Ed.	All
-	Bonita USD	Taylor Smith	Other	All

Section A: Contacts and Certifications

SELPA | East San Gabriel Valley SELPA | Fiscal Year | 2023–24

Add	Agency	First and Last Name	Title	Section
-	Bonita USD	Andrea Castaneda	Other	All
-	Covina-Valley USD	Heather Bowers	Other	All
-	Covina-Valley USD	Rene Valdes	Administrator-Spec. Ed.	All
-	San Jose Charter Academy	Krissie Tombrello	Teacher-Gen. Ed.	All
-	ESGV SELPA CAC	Leslie Castellanos	Parent	All
-	ESGV SELPA CAC	Anjelika Markes	Parent	All
-	ESGV SELPA CAC	Tavia Lawson	CAC	All
-	ESGV SELPA CAC	Gloria Clark	CAC	All
-	ESGV SELPA CAC	Isabelle Huber	Parent	All

STEP 5: Certifications

A13. Select the check box below to indicate which of the five certifications are being submitted. Include the total number of each type of certification being submitted.

- [■] Certification 1: SELPA Local Plan Section B: Governance and Administration
- [■] Certification 2: SELPA Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan
- [■] Certification 3: COE (Required for all SELPA Local Plan Sections B, D, and E)

  Number Submitted | 1 |
- [■] Certification 4: CAC (Required for all SELPA Local Plan Sections B, D, and E)
- [■] Certification 5: LEA (Required for all SELPA Local Plan Sections B, D, and E)

  Number Submitted | 15 |

STEP 6: Electronic Signatures

A14. All applicable certifications must be electronically signed and included with the Local Plan.

STEP 7: Final Check

- All certifications submitted to the CDE must be electronically signed.
- Local Plan must be submitted to the CDE using the SELPA's assigned Box.com web address.
- In order to facilitate the timely processing, approval, and distribution of SELPA funding, please submit the Local Plan in the original, CDE-approved format. All templates are coded for the CDE's record keeping purposes.
- Handwritten, scanned, or modified templates remove the coding from the fields and impede the CDE's processing of the Local Plan. In such cases, SELPAs may be required to resubmit handwritten, scanned, or modified Local Plans that are not saved in the original 2022–23 CDE Local Plan Submission template provided, resulting in a delay in approval and funding.

Section A: Contacts and Certifications

SELPA | East San Gabriel Valley SELPA | Fiscal Year | 2023–24

Certification 1
Local Plan Section B: Governance and Administration

IMPORTANT: Certification 1 is required when the information being submitted to the CDE is related to Local Plan Section B: Governance and Administration.

I certify the attached Governance and Administration Local Plan section has been adopted by all LEA members listed in Attachment I and is the basis for the operation and administration of special education programs. I further assure the agency(ies) represented herein will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of *United States Code* (*USC*) 1400 et seq., implementing regulations under; the Federal Rehabilitation Act of 1973, 29 *USC,* Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 *USC,* 12101 et seq.; *Code of Federal Regulations,* Title 34, Parts 300 and 303; *EC* Part 30; and the *California Code of Regulations,* Title 5, Chapter 3, Division 1.

C1-1. I certify the SELPA governance and administrative structure as a:

☐ Single LEA SELPA ☒ Multiple LEA SELPA ☐ COE Joined SELPA

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

C1-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

☒ Yes ☐ No (If the answer is "NO," please include comments.)

C1-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

☒ Yes ☐ No (If the answer is "NO," please include comments.)

Section A: Contacts and Certifications

SELPA | East San Gabriel Valley SELPA | Fiscal Year | 2023–24

C1-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

https://www.esgvselpa.org/Page/25

Elizabeth Eminhizer	**May 19, 2023**
Administrative Entity*	Date
Jeffrey Jordan	**May 19, 2023**
SELPA Governance Council or Responsible Individual	Date
Scott Turner	**May 19, 2023**
SELPA Administrator	Date

*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

Section A: Contacts and Certifications

SELPA | East San Gabriel Valley SELPA | Fiscal Year | 2023–24

Certification 2
Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan

IMPORTANT: Certification 2 is required when the information being submitted to the CDE is related to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan.

I certify the attached Local Plan Section Section D: Annual Budget Plan and/or Section E: Annual Service Plan was/were adopted at a SELPA public hearing(s) and is/are the basis for the operation and administration of special education programs specified herein. I further assure the LEAs identified in Attachment I will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of *United States Code* (*USC*) 1400 et seq., implementing regulations under; the Federal Rehabilitation Act of 1973, 29 *USC,* Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 *USC,* 12101 et seq.; *Code of Federal Regulations,* Title 34, Parts 300 and 303; *EC* Part 30; and the *California Code of Regulations,* Title 5, Chapter 3, Division 1.

C2-1. I certify the SELPA governance and administrative structure as a:

☐ Single LEA SELPA ☒ Multiple LEA SELPA ☐ COE Joined SELPA

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

C2-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

☒ Yes ☐ No (If the answer is "NO," please include comments.)

C2-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

Section A: Contacts and Certifications

SELPA | East San Gabriel Valley SELPA | Fiscal Year | 2023–24

☐ Yes ☐ No (If the answer is "NO," please include comments.)

C2-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

https://www.esgvselpa.org/Page/25

Elizabeth Eminhizer	**May 19, 2023**
Administrative Entity*	Date
Jeffrey Jordan	**May 19, 2023**
SELPA Governance Council or Responsible Individual	Date
Scott Turner	**May 19, 2023**
SELPA Administrator	Date

*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

Special Education Local Plan Area (SELPA) Local Plan

SELPA East San Gabriel Valley SELPA **Fiscal Year** 2023-24

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

CDE Form Version June 2022

SELPA | East San Gabriel Valley SELPA | Fiscal Year | 2023-24

B. Governance and Administration

California *Education Code* (*EC*) sections 56195 et seq. and 56205

Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan: [*EC 56195.1(d); EC 56195.1(a)(1); EC 56211; EC 56212*]

The East San Gabriel Valley Special Education Local Plan Area (ESGV SELPA or SELPA) is a multi-district SELPA comprised of Azusa USD, Baldwin Park USD, Bassett USD, Bonita USD, California Virtual Academy @ Los Angeles Charter School, Charter Oak USD, Claremont USD, Covina-Valley USD, Glendora USD, iQ Academy Charter School, Opportunities for Learning - Baldwin Park Charter School, Options for Youth - San Bernardino Charter School, San Jose Charter Academy, Walnut Valley USD, and West Covina USD who joined together to provide for the coordinated delivery of programs and services to students with special needs who reside in the area. ESGV SELPA is located in the eastern section of Los Angeles County, covers 110 square miles, and borders San Bernardino and Orange County.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable: [EC 56195.1(b)(1)-(3)(c); EC 56205(a)(12)]

In adopting the local plan, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the plan and to ensure equal access to programs and services to eligible persons requiring special education in the service region. In addition, each LEA shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the local education agency of residence programs. Such cooperation ensures that a range of program options is available throughout the SELPA.

The governance structure of the SELPA is established by agreement among the Superintendents of the member LEAs. The governing body of the ESGV SELPA is the Superintendents' Council. The SELPA Director may convene additional advisory committees as needed. The SELPA Director is responsible for coordination of the SELPA and implementation of the local plan.

The Superintendents' Council is composed of the Superintendents, or Superintendent equivalent, from each of the 15 LEAs within the SELPA. Superintendents may participate via telephone or video conferencing, pursuant to the provisions of the Ralph M. Brown Act, if unable to attend a meeting. A quorum shall consist of one more than half of the voting members in attendance.

A chairperson shall be selected by the Superintendents' Council every two years on a rotational basis. The SELPA Director serves as Secretary to the Superintendents' Council. The SELPA Director will consult with the chair in preparation of the agenda for each meeting; the SELPA Director shall provide all support materials. The chair, or the chair's designee in the chair's absence, shall conduct the meeting.

Members of the Superintendents' Council are responsible to the governing boards of their respective LEAs.

The Superintendents' Council meets a minimum of five times per school year. All meetings of the Council shall be noticed and conducted in compliance with the Brown Act and other applicable laws. The notice and minutes of all regular meetings shall be sent to all superintendents of LEAs within the SELPA, and to other persons as requested.

It is the responsibility of the Superintendents' Council to take action to approve or deny amendments to the local plan, approve changes in the SELPA allocation plan, and any other item determined necessary by the Superintendents' Council. The Superintendents' Council evaluates the SELPA Director on an annual basis.

The Superintendents' Council takes action by voting during a duly agendized meeting. Votes of each member shall be weighted based on the average daily attendance (ADA) of each member's LEA for the second reporting period (P2) of the preceding school year. The SELPA Director shall annually provide the Superintendents' Council with the weighted voting formula at the beginning of each school year. Decisions will be made by a majority vote consisting of one more than half of the those voting, except in circumstances where state or federal law requires a unanimous vote.

The East San Gabriel Valley SELPA Community Advisory Committee (CAC) serves in an advisory capacity. CAC membership includes parents of individuals with exceptional needs enrolled in public or private schools, parents of other students enrolled in school, students with disabilities, adults with disabilities, general education teachers, special education teachers, other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. At least a majority of the CAC shall be composed of parents of students enrolled in schools participating in the local plan and at least a majority of such parents shall be parents of individuals with exceptional needs.

CAC members shall be appointed by LEA governing boards. Selection of members of the Community Advisory Committee will be the responsibility of each administrator of special education acting for the Local Board, and with its approval. The Superintendents' Council will assure that the make-up of the Committee meets the standards as stated in the California Education Code and that annually staggered two-year terms are established so that no more than half of the members serve the first year of a term in any one year. The SELPA Director or designee serves as an ex officio member of the CAC and acts as the liaison between the CAC and the Superintendents' Council.

Amendments to the Local Plan The SELPA Director shall be responsible for coordinating the development of any proposed amendments to the local plan. Amendments to the permanent portion of the local plan may be considered at any time. The Superintendents' Council may adopt changes to the local plan on an interim basis, not to exceed one school year. Amendments will be provided to the Community Advisory Committee for input and review and requires the approval of each LEA governing board. Following approval by all LEA governing boards, the SELPA will submit the local plan to the Los Angeles County Office of Education (LACOE) and California Department of Special Education.

Joining the SELPA
Any LEA may request to join the SELPA by submitting a letter of request for membership to the SELPA no later than January 15 of any school year for membership in the following fiscal year. LEAs may be required to join a Joint Powers Agreement (JPA) for purposes of membership and funding per action of the Superintendents' Council.

The letter of request for membership must specify: Name of LEA, contact person with contact information; total enrollment (actual or projected); type of special education services currently offered; plan for delivery of special education services; and background information about the LEA.

The Superintendents' Council shall review the membership request letter and supporting documentation. As necessary and appropriate, the Superintendents' Council or its designee may request additional information, including a face-to-face meeting with representatives of the LEA. SELPA staff will conduct a special education review of the LEA, including, as appropriate, review of previous compliance reviews. Results of the review, including the willingness and ability of the LEA to resolve any non-compliance, shall be reported to the Superintendents' Council.

A final decision shall be made by the Superintendents' Council regarding membership and the projected start date.

The Superintendents' Council may approve or deny any request for membership based on a review of fiscal and programmatic

issues. Priority for approval shall be for requests where the programmatic issues are compatible with the SELPA Local Plan and fiscal issues are revenue neutral.

New members of the SELPA shall provide:
1. Agreement and adoption of all sections of the Local Plan by the LEA governance body.
2. Agreement of approved actions of the SELPA Superintendents' Council as contained in approved Superintendents' Council minutes.
3. Agreement that the new member LEA/charter maintains responsibility for all aspects of providing special education and related services, including the contracting and cost of any nonpublic school or agency, attorney representation as part of mediation, due process/or compliance processing and other costs associated with the provision of special education and related services.
4. Agreement to participate in the Special Education Information System (SEIS) system by providing hardware and staff consistent with required specifications.
5. As appropriate and voluntary on the part of a LEA or charter, agreement to representation via a SELPA approved Joint Powers Agreement (JPA).

The SELPA may approve membership of a group of LEAs and/or charter schools that elect to form a Joint Powers Agreement (JPA). Approval shall be based on the same criteria applicable to non-JPA SELPA members. The SELPA may develop a JPA for purposes of addressing small LEA/charter needs as a voluntary option for membership. Such development shall be approved by the Superintendents' Council. The SELPA may elect to allow an existing JPA to join the SELPA up to a total of three total JPAs maximum at one time. It is understood that the JPA shall meet all the same requirements as other LEAs and/or charter schools selected to for a JPA. It is understood that the JPA shall have voting privileges based on the total ADA of all JPA members and is entitled to the same representation as any individual LEA or charter school. The SELPA Director shall be an ex-officio member (non-voting) of this SELPA developed JPA and have access to other member JPAs to address issues consistent with the Local Plan.

Approval for membership into the SELPA shall be by any majority vote of the voting members of the Superintendents' Council. Such membership requires the applicant to agree to the provisions of the current SELPA Local Plan, including policies, agreements, and the fiscal allocation plan approved by the SELPA governance structure. Such adoptions of the current Local Plan shall not require reauthorization of the Local Plan by all members. Such membership shall be indicated via the addition of the new member's name on the Local Plan and any agreement without new approvals by other members. In addition, the member must adopt local policies and administrative regulations or procedures sufficient to support the Local Plan and in compliance with state or federal review. Failure to comply with the criteria listed above will result in the withholding of any funding allocations or portions of allocation until compliance of those items is completed.

Program Transfer
A member LEA initiating a transfer of educational programs and services already in operation within the SELPA shall follow appropriate Education Code provisions and adopted SELPA guidelines. In the event an LEA desires to initiate program or services transfers, a transfer planning committee may be designated by the Superintendents' Council, by direction to the SELPA Director, to address, at a minimum, all of the following: pupil needs, the availability of the full continuum of services to affected pupils, the functional continuation of the current IEPs of all affected pupils, the provision of service in the least restrictive environment from which affected pupils can benefit, the maintenance of appropriate support services, the assurance of compliance with federal and state laws and regulations and SELPA policies, and the means through which parents and staff were represented in the planning process.

The transfer of programs will take effect no earlier than the first day of the second fiscal year beginning after the date on which the sending or receiving agency has informed the other agency and the Superintendents' Council, unless the Superintendents' Council unanimously approves the transfer take effect on the first day of the first year following the date of receipt of notification.

The approved SELPA guidelines for program transfer will be followed by SELPA staff as well as all affected agencies. Alternate dispute resolution pursuant to Education Code 56205(d) will be utilized if either sending or receiving agency disagrees with the proposed transfer. All costs associated with due process actions will be paid by the agency initiating the program or

service transfer.

Withdrawal from SELPA
A member LEA that desires to withdraw from the SELPA shall notify the California Department of Education, the SELPA, and the participating county office(s) of its intent to withdraw from the SELPA at least one year prior to the proposed effective date of the withdrawal. Any such plan to withdraw from the SELPA will be submitted to the Superintendents' Council for approval. Any LEA initiating a proposal to withdraw from the SELPA shall bear the total cost of consultants retained by the LEA or SELPA to provide a thorough analysis of legal, programmatic fiscal implications caused by such proposed action. In addition, any due process costs associated with a withdrawal from SELPA shall be born entirely by the LEA initiating the change.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan: [EC 56195.7(i)(j)(1)(2)]

The Superintendents' Council is the policy making body and is responsible to the governing boards of their respective LEAs.

Superintendents' Council responsibilities shall include, but not be limited to:

1. Approve amendments to the local plan.
2. Review, approve, and monitor all budgets assigned to the SELPA.
3. Approve revisions to the allocation plan for the distribution of federal, state, and local funds allocated for special education programs.
4. Take action to approve or deny annual service and budget plans and revisions to those plans.
5. Establish and promote a Community Advisory Committee (CAC).
6. Review and consider comments from the CAC.
7. Take action to approve or deny requests for program transfers.
8. Take action to approve or deny SELPA-wide policies, administrative regulations, procedures, resolutions, local interagency agreements and guidelines for the management and implementation of special education programs and services within the SELPA.
9. Select, supervise, discipline, and evaluate the SELPA Director.
10. Provide direction to the SELPA Director for regionalized and program specialist services.

Policies, Procedures, and Local Agreements
SELPA policies, procedures, and local agreements necessary to support the implementation of the local plan, and as required by legal mandates, have been developed and are available upon request. These documents can be requested through the SELPA office.

Annual Budget Plan
The SELPA shall adopt an annual budget plan at a public hearing scheduled at a superintendents' Council meeting in compliance with all legal mandates. A public hearing will be held for which written notice has been provided to members of the staff, parents, and general public by posting said notice at each school located within the local plan area at least 15 days prior to the hearing. The annual budget plan shall identify expected income and expenditures as required by state and federal laws, including describing the distribution of funds for the purpose of providing for ESGV SELPA administrative costs, special education services to students with severe and non-severe disabilities and low incidence disabilities, supplemental aids and services for students with disabilities in general education classrooms and environments, regionalized operations and services

including direct instructional support by program specialists, the use of local property taxes to support ESGV SELPA and LEA programs, and the provision of services to all students with disabilities residing within the local plan area between the ages of birth and 21 years, inclusive.

All property taxes for special education purposes may be allocated to the Los Angeles County Office of Education, and used to support the services for the severely disabled. If a time should occur where the revenues exceed the expenditures, or the Los Angeles County Office of Education is no longer used as a service provider for the severely disabled, the revenue will be allocated to the member LEAs for special education services to serve students with disabilities. The annual budget plan may be revised at any time during the fiscal year in a manner consistent with the SELPA policy-making process, the SELPA Service Plan, and then-applicable state and federal statutes and regulations.

Annual Service Plan
The SELPA shall adopt an annual service plan at a public hearing scheduled at a Superintendents' Council meeting in compliance with all legal mandates. Notice of this hearing shall be posted in each district in the special education local plan area at least 15 days prior to the hearing. The annual service plan may be revised during any fiscal year according to the SELPA policy-making process and consistent with law. The annual service plan shall include a description of services to be provided by each LEA and the county office, including the nature of the services and the physical location at which the services will be provided, including alternative schools, charter schools, opportunity schools and classes, community day schools operated by districts, community schools operated by county offices, and juvenile court schools, regardless of whether the district or county office is participating in the local plan. This description shall demonstrate that all individuals with exceptional needs shall have access to services and instruction appropriate to meet their needs as specified in their individualized education programs.

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

The ESGV SELPA shall submit the Local Plan to the superintendent of the Los Angeles County Office of Education for approval. The Los Angeles County Office of Education may provide services to students with disabilities and support LEAs, as requested.

5. Does the SELPA have policies and procedures that allow for the participation of charter schools in the local plan? [EC 56207.5]

○ Yes ◉ No

If No, explain why the SELPA does not have the policy and procedures.

The East San Gabriel Valley SELPA does have a charter school policy. The 'No' box was checked so we could elaborate the policy in the SELPA Local Plan.

"A request by a charter school to participate as an LEA in the SELPA will not be treated differently from a similar request made by a school district. In reviewing and approving such a request, the following requirements shall apply:

1. The SELPA shall comply with Education Code section 56140.
2. The charter school shall participate in state and federal funding for special education and the receive funding in the same manner as other LEAs of the SELPA as specified in the SELPA income distribution model.
3. The charter school shall participate in the governance of the SELPA in the same manner as other LEAs of the SELPA.

Provision of Special Education Services to Students Voluntarily Enrolled in Charter Schools
This policy applies to all charter schools chartered by educational entities located within the member districts of the East San Gabriel Valley SELPA or who are chartered by an educational entity outside the SELPA boundaries, but have been approved for membership within the ESGV SELPA for special education purposes. This policy also applies to any charter school petition granted by the State Board of Education (SBE) in which oversight responsibilities have been assigned to a district within the SELPA [EC 47605.5 (k) (1)]. Students enrolled in charter schools are entitled to special education services provided by State and Federal funding. The charter schools will comply with all requirements of state and federal law regarding provision of special education services [EC 56000 et seq., Individuals with Disabilities Education Act (20 U.S.C. Chapter 33)]. Children with disabilities and their parents shall retain all rights under IDEA.

Policy Statement
Special Education and related services shall be provided to all eligible individuals within the jurisdiction of the East San Gabriel Valley SELPA in accordance with this Local Plan. Students enrolled in charter schools chartered by member districts shall receive services in a manner similar to other students. No governing board shall grant a charter unless the charter includes assurances that special education instruction and/or services shall be provided to all eligible disabled students, enrolled in charter school, in accordance with the SELPA Local Plan.

Funding for special education services, participation in the governance structure, and responsibility for provision of services, shall be based on the categorization of the individual charter school. Education Code 47613.5 allows a charter school to be deemed a Local Education Agency (LEA) for purposes of special education and to receive direct funding; or continue to be categorized as a public school within a district. All approved charter schools will be deemed public schools within a district unless the charter school meets the same criteria as any other LEA wishing to join the SELPA and as a result, the SELPA Superintendents' Council has deemed the charter school a LEA for purposes of special education funding. If the approval of a charter requires a change to the SELPA allocation plan, such change will be adopted pursuant to the policy making process of the SELPA. Approval of a new charter or LEA by the Superintendents' Council without any other changes to this Local Plan shall not require Local Board action.

1. SELPA Involvement with Approval and Renewal of Charters - Prior to approval of a new charter, or renewal of an existing charter, the superintendent or designee of the chartering entity shall consult with the SELPA Director regarding the provision of special education services to students enrolled by the charter school. The petitioner must provide adequate assurances that all eligible students enrolled in the charter school will receive/ have received appropriate special education services in accordance with the East San Gabriel Valley SELPA Local Plan. The charter must provide assurances that no student will be/has been

denied enrollment in the charter school due to a disability or the charter school's inability to serve the student. The SELPA will be available to provide consultation on the potential fiscal impact and benefits that may be associated with granting the requested charter. An approved charter must delineate the entity responsible for providing special education instruction and services as required of all LEAs, any anticipated transfer of special education funds between the granting entity and the charter school and any provisions for sharing deficits in funding. These provisions may be included in a Memorandum of Understanding in the event the charter has not developed local policies.

2. Categories of Charter Schools - For the purposes of provision of special education services, charter schools may be deemed either a local Education Agency (LEA) or a public school within the chartering district. A charter school shall be deemed a public school within the chartering district unless the charter school has complied with all provisions of section 2b (below), including ratification by the Superintendents' Council.

a. Public Schools within a District - Charter schools that are deemed public schools within a district will participate in state and federal funding in the same manner as other schools within the chartering district. The chartering district will be responsible for ensuring that all children with disabilities enrolled in the charter school receive special education and designated instructional services in a manner that is consistent with all applicable provisions of state and federal law. The district will determine the policies and procedures necessary to ensure that the protections of special education law extend to students in the charter school in the same manner as students in the regular program. The charter school, deemed a public school, shall be represented on the SELPA Superintendents' Council by the Superintendent of the district granting the charter.

The chartering district will receive all applicable special education funds, as outlined in the SELPA allocation plan. The chartering district will represent the needs of charter schools, like other schools within the district, in the SELPA governance structure. The chartering district will be responsible for ensuring that all eligible students are appropriately served. The district will be responsible for procuring and funding appropriate special education services, even though the student may live anywhere in the state. The district may contract for these services with public or private educational entities. When a student lives outside the boundaries of the chartering district, the district in which the child lives will have no responsibility to provide services or pay excess costs.

The district and the charter school may enter into agreements whereby the charter school is billed for excess costs associated with providing special education services to identified students, including the administration of special education programs. The charter school may also be held fiscally responsible for a fair share of any encroachment on District general funds that is created by the provision of special education services throughout the district.

b. Charter School as a LEA with the SELPA. - A charter school may apply to become a LEA for the provision of special education services. Application must be made to the SELPA by January 15 of the school year proceeding the school year in which the charter school anticipates operating as a LEA within the SELPA. The Superintendents' Council will make the final determination whether the charter school has the capacity and intent to meet all requirements of a LEA. The application process for a Charter School

will be the same as any other LEA wishing to be a member of the SELPA.

Once deemed a LEA for the purposes of special education, the charter school will be responsible for and entitled to the following:
a. A charter school designed as a LEA for special education shall have voting rights on the Superintendents' Council of the SELPA.
b. All charter schools are entitled to state and federal funding for special education in the same manner as other districts within the SELPA per the approved allocation plan.
c. All charter schools are responsible for all costs incurred in the provision of special education services. These costs may include, but are not limited to, instruction, transportation, nonpublic school/agency placements, inter/intra SELPA placements, due process proceedings, complaints, and attorney fees.
d. All charter schools must document that all State and Federal special education funds apportioned to the charter school are used for the sole purpose of providing special education instruction and/or services to identified students with disabilities. Such funds shall be used to supplement and not supplant other sources of federal, state, and local funds apportioned to charter school."

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan: [EC 56194(a)(b)(d); EC 56195.9(a)]

The East San Gabriel Valley SELPA Community Advisory Committee (CAC) serves in an advisory capacity and responsibilities include:

1. Advise the policy and administrative entity on the development, amendment, and review of the local plan.
2. Recommend annual priorities to be addressed by the SELPA.
3. Assist in parent education and in recruiting parents, students, community members, and other volunteers who may contribute to the implementation of the plan.
4. Encourage community involvement in the development of the local plan.
5. Support activities on behalf of individuals with exceptional needs.
6. Assist in parent awareness of the importance of regular school attendance.
7. The Executive Committee of the CAC shall present updates to the Superintendents' Council at least one (1) time a year.

The CAC shall have regularly scheduled meetings not less than four times per year. All meetings of the committee shall be held according to law and applicable sections of the Brown Act. The SELPA Director/designee will present the CAC's input to the Superintendents' Council for consideration.

Announcements of CAC meetings and activities will be distributed to parents of children with special needs in the SELPA. In addition, information will be posted on the SELPA web page and in any other location required by law.

The CAC shall adopt bylaws, subject to approval by the Superintendents' Council, consistent with legal requirements and the advisory role of the CAC.

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7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC: [EC 56205(a)(12)(E); EC 56205(b)(7)]

The Local Plan will be reviewed and updated cooperatively by a committee of representatives of special and regular teachers and administrators selected by the group they represent and with input from the Community Advisory Committee and from any applicable special education advisory groups.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan: [EC 56836.01(a)(b); EC 56205(a)(12)(D)(ii); EC 56195(b)(3); EC 56030]

The Covina-Valley Unified School District is the AU for the SELPA. The AU is the SELPA's fiscal agent and is responsible for implementing the following functions:

1. Receipt and distribution of special education funds for the operation of special education programs and services, pursuant to state and federal law.
2. Administrative support, including establishing and maintaining an office for SELPA staff.
3. Serve as the employing agency for SELPA office staff to coordinate implementation of the local plan.

Each LEA will defend and indemnify the AU against, and will hold and save the AU, its officers, agents, and employees harmless from, any and all actions, claims, damages to persons or property, penalties, obligations, or liabilities that may be asserted or claimed by any person, firm, entity, corporation, political subdivisions, or any other organization arising out of the operation or maintenance or other activities of the LEA or its agents, employees, or independent contractors under this local plan.

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan: [EC 56195.7. EC 56195.1(b)(c)]

Children with disabilities are served in their home districts whenever the needs identified on the individualized education program can be met within the home district. However, it is recognized that some students have unique educational needs that cannot be met in their home districts. Based upon unique educational needs, some students receive services from other districts within the SELPA, districts in neighboring SELPAs, non-public schools, or the Los Angeles County Office of Education.

10. For multi-LEA local plans, specify:

    a. The responsibilities of each participating COE and LEA governing board in the policymaking process: [*EC 56205(a)(12)(D)(i)*]

The governing board of each LEA shall approve its participation in the ESGV SELPA Local Plan for Special Education.

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The local governing board responsibilities include, but are not limited to:

1. Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the agency.
2. Approval of the local plan.
3. Adoption of policies and procedures for special education programs and services within their districts.
4. LEA compliance with all elements of the local plan.
5. Input on SELPA policies and procedures through the superintendent of the LEA.
6. Appointment of individuals to the CAC.

b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan: [EC 56205(a)(12)(D)(i)]

Superintendents, or Superintendent equivalent, of each LEA are responsible to their respective governing boards. Each superintendent shall:

1. Serve as a member of the Superintendents' Council.
2. Assist in the identification of special education program and service needs for the SELPA through participation on the Superintendents' Council.
3. Communicate SELPA information to their governing boards.

c. The responsibilities of district and county administrators of special education in coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

LEA special education administrators are responsible for the coordination of special education services and programs within their agencies and for ensuring the implementation of all sections of the local plan, including ensuring adherence to all approved SELPA policies and procedures.

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan: [*EC 56205(a)(12)(D)(ii)(I)*]

The AU is responsible for the recruitment of the SELPA Director. The Superintendents' Council shall make the final selection of a candidate for the position of SELPA Director. The SELPA Director shall be an employee of the AU. The Superintendents' Council conducts the evaluation of the SELPA Director. It is the SELPA Director's responsibility to represent the interests of the SELPA as a whole without promoting any particular local education agency's interest over any other agency.

b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA: [EC 56205(a)12(D) (ii)(II); EC 56195.7(i)]

The governing boards of the local education agencies participating in the SELPA have agreed that students with disabilities will be provided with appropriate special education services. The Superintendents' Council has been designated the authority to determine the distribution of all federal and state special education funds in order for local education agencies to carry out their responsibilities. The funding allocation plan is incorporated in this local plan by reference.

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The SELPA shall be responsible for the distribution of the funds according to an approved Special Education Funding Allocation Plan. All federal and state special education funds shall be allocated to the SELPA for distribution to local education agencies according to an approved Special Education Funding Allocation Plan. The Superintendents' Council shall make any changes to the allocation of federal and state special education funds. The SELPA Director is responsible for ensuring that the funds are distributed in accordance with the funding allocation plan.

c. The operation of special education programs: [EC 56205(a)(12)(D)(ii)(III)]

The SELPA Director carries out the SELPA's obligation to assure equal access to all programs and services in the SELPA and provides advice to members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, on the availability of established due process and legal service options and procedures. In cooperation with the California Department of Education, the SELPA Director provides information to ensure that all special education pupils receive appropriate due process and procedural safeguards as provided by law.

Specific duties of the SELPA Director include, but are not limited to:

1. Coordinate implementation of all components of the local plan.
2. Prepare and submit approved annual budget and service plans.
3. Oversee the recruitment, supervision, and evaluation of SELPA designated staff.
4. Gather input from LEA program and business staff to formulate policy and procedure recommendations for Superintendents' Council action related to the distribution of state and federal funds among the LEAs.
5. Meet with CAC and LEA program and business staff regarding special education program needs, policies, procedures, agreements, and forms; and the development and implementation of personnel development programs.
6. Provide LEA program staff with a venue for sharing ideas regarding issues such as IEP development and implementation, curriculum scope and sequence, student performance targets, assessments, instructional best practices, and day-to-day operations.
7. Develop and maintain interagency agreements with appropriate public agencies to ensure a full range of special education programs and services.
8. Ensure appropriate use of federal, state, and local funds allocated for special education.
9. Prepare program and fiscal reports required by the LEAs, SELPA, and California Department of Education.
10. Provide technical assistance and consultation to LEAs in all areas of special education, including complaint and due process procedures.
11. Adopt and implement a management information system.
12. Inform the superintendents of the status of the special education programs.
13. Serve as Secretary to the Superintendents' Council.
14. Serve as the liaison between the CAC and the Superintendents' Council.

In the event the SELPA Director has knowledge of noncompliance and/or concerns regarding compliance trends, he/she shall inform the director of special education or responsible administrator and the LEA superintendent. Such reports may be part of ongoing discussions at Superintendents' Council meetings. After attempts to resolve issues of noncompliance, the SELPA Director may recommend corrective action plans, re-allocation of funds, and other remedies to the Superintendents' Council. Remedies may include the involvement of the California Department of Education.

A duly adopted board policy of each LEA member of the ESGV SELPA shall indicate that the LEA is responsible for educating children with disabilities in the least restrictive environment. Placement in special education programs or services occurs only when the nature or severity of the disability is such that the child's education, even with the use of modifications of the general education program or use of supplementary aids or programs, cannot be achieved satisfactorily in the general education setting.

LEA responsibilities include, but are not limited to:

1. Coordinating and conducting child find activities.
2. Making available a free appropriate public education to all children residing in the LEA between the ages of birth through 21 inclusive, including students with disabilities who have been suspended or expelled from school.
3. Developing and providing programs and services for all eligible students residing in the district and for students at private schools located in the district.
4. Identifying and serving students in medical, foster or licensed children's institution facilities.
5. Participating in state/district-wide assessments.
6. Operating all special education programs and services in accordance with state and federal laws and regulations.
7. Responding to compliance and due process complaints and implementing the decisions of compliance investigations or due process hearings.
8. Utilizing the same management information system, forms, procedures and guidelines as all other districts within the SELPA.
9. Collecting and completing state and federal report requirements; including California Longitudinal Pupil Achievement Data System (CALPADS) reports, self-reviews, and verification reviews.
10. Disseminating and supporting CAC events and activities.

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs: [EC 56205(a)(12)(D)(ii)(IV)]

The SELPA member LEAs acknowledge the obligation to maintain the level of general fund contribution toward the provision of special education services at a level equal to or greater than that of the prior year (aka "Maintenance of Effort" or "MOE"), in compliance with state and federal mandates. Funds received under Part B of the Individuals with Disabilities Education Act (IDEA) shall not be used, except in specified situations, to reduce the level of expenditures for the education of children with disabilities, on an aggregate or per capita basis, made by an LEA from state and local funds below the level of those expenditures for the preceding fiscal year made from the same sources.

The SELPA shall comply with Maintenance of Effort regulations requiring that federal funds be used only to pay the excess costs of providing special education and related services to children with disabilities and to supplement and not supplant state and local funds for special education. (Title 34 Code of Federal Regulations sections 300.203-300.205).

The AU, as the grantee of federal funds from the State Department of Education, shall distribute all or part of the federal funds received to participating LEAs within the SELPA through a sub-granting process and shall annually conduct and report to the State Department of Education the required MOE information. The LEAs within the SELPA shall annually compile and submit to the SELPA budget and expenditure information including SEMA and SEMB comparisons as adopted and defined by the California Department of Education. The two comparison tests are as follows:

- First Comparison - Grant Year Budget versus Prior Actual Expenditures
- Second Comparison - Prior Year Actuals versus Second Prior Year Actuals

For the purpose of Maintenance of Effort, the SELPA AU is the recipient of the federal funds from CDE and is, in turn, a grantor of all, or part, of those funds as sub-grants to participating LEAs.

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments: [EC 56206]

Funds for low incidence equipment, materials, and supplies as well as for low incidence services are restricted to support of students in the following disability categories: hard-of-hearing, deafness, visual impairment, orthopedic impairment, and deaf-blindness. The funds are administered through the SELPA as specified in the *East San Gabriel Valley SELPA Low Incidence Guidel*ines and include receipt of funds, expenditure of funds, maintenance of an inventory, development of procedures for exchange of equipment, and reporting to the state.

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Policies, Procedures, and Programs

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code* (*USC*) and in accordance with Title 34 *Code of Federal Regulations* (*CFR*) Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether or not, each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers (If applicable. Leave blank if not applicable); the document title; and the physical location where the policy can be found.

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1. Free Appropriate Public Education: 20 *USC* Section 1412(a)(1); *EC* 56205(a)(1)

Policy/Procedure Number:	SPP100
Document Title:	Comprehensive Local Educational Agency Assurances
Document Location:	SELPA Office

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

◉ Yes ○ No

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2. Full Educational Opportunity: 20 *USC* Section 1412(a)(2); *EC* 56205(a)(2)

Policy/Procedure Number:	SPP100
Document Title:	Comprehensive Local Educational Agency Assurances
Document Location:	SELPA Office

"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

◉ Yes ○ No

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3. Child Find: 20 *USC* Section 1412(a)(3); *EC* 56205(a)(3)

Policy/Procedure Number: SPP100

Document Title: Comprehensive Local Educational Agency Assurances

Document Location: SELPA Office

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

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4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP): 20 *USC* Section 1412(a)(4); *EC* 56205(a)(4)

Policy/Procedure Number: SPP100

Document Title: Comprehensive Local Educational Agency Assurances

Document Location: SELPA Office

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 *USC* Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 *USC* Section 1414 (d). It shall be the policy of this LEA that an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

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5. Least Restrictive Environment: USC Section 1412(a)(5); *EC* 56205(a)(5)

Policy/Procedure Number: SPP100

Document Title: Comprehensive Local Educational Agency Assurances

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Document Location: | SELPA Office

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

6. Procedural Safeguards: 20 *USC* Section 1412(a)(6); *EC* 56205(a)(6)

Policy/Procedure Number: | SPP100

Document Title: | Comprehensive Local Educational Agency Assurances

Document Location: | SELPA Office

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

7. Evaluation: 20 *USC* Section 1412(a)(7); *EC* 56205(a)(7)

Policy/Procedure Number: | SPP100

Document Title: | Comprehensive Local Educational Agency Assurances

Document Location: | SELPA Office

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

8. Confidentiality: 20 *USC* Section 1412(a)(8); *EC* 56205(a)(8)

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Policy/Procedure Number: SPP100

Document Title: Comprehensive Local Educational Agency Assurances

Document Location: SELPA Office

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

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9. Part C to Part B Transition: 20 *USC* Section 1412(a)(9); *EC* 56205(a)(9)

Policy/Procedure Number: SPP100

Document Title: Comprehensive Local Educational Agency Assurances

Document Location: SELPA Office

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 *USC* Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

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10. Private Schools: 20 *USC* Section 1412(a)(10); *EC* 56205(a)(10)

Policy/Procedure Number: SPP100

Document Title: Comprehensive Local Educational Agency Assurances

Document Location: SELPA Office

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in

private school by their parents." The policy is adopted by the SELPA as stated:

◉ Yes ○ No

11. Local Compliance Assurances: 20 *USC* Section 1412(a)(11); *EC* 56205(a)(11)

Policy/Procedure Number:	SPP100
Document Title:	Comprehensive Local Educational Agency Assurances
Document Location:	SELPA Office

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and-regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California *EC*, Part 30." The policy is adopted by the SELPA as stated:

◉ Yes ○ No

12. Interagency: 20 USC Section 1412(a)(12); *EC* 56205(a)(12)(D)(iii)

Policy/Procedure Number:	SPP100
Document Title:	Comprehensive Local Educational Agency Assurances
Document Location:	SELPA Office

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

◉ Yes ○ No

13. Governance: 20 *USC* Section 1412(a)(13); *EC* 56205(a)(12)

Policy/Procedure Number:	SPP100
Document Title:	Comprehensive Local Educational Agency Assurances
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"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

14. Personnel Qualifications; *EC* 56205(a)(13)

Policy/Procedure Number:	SPP100
Document Title:	Comprehensive Local Educational Agency Assurances
Document Location:	SELPA Office

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

15. Performance Goals and Indicators: 20 *USC* Section 1412(a)(15); *EC* 56205(a)(14)

Policy/Procedure Number:	SPP100
Document Title:	Comprehensive Local Educational Agency Assurances
Document Location:	SELPA Office

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

16. Participation in Assessments: 20 *USC* Section 1412(a)(16); *EC* 56205(a)(15)

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Policy/Procedure Number: SPP100

Document Title: Comprehensive Local Educational Agency Assurances

Document Location: SELPA Office

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 *USC* Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

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17. Supplementation of State, Local, and Federal Funds: 20 *USC* Section 1412(a)(17); *EC* 56205(a)(16)

Policy/Procedure Number: SPP100

Document Title: Comprehensive Local Educational Agency Assurances

Document Location: SELPA Office

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

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18. Maintenance of Effort: 20 *USC* Section 1412(a)(18); *EC* 56205(a)(17)

Policy/Procedure Number: SPP100

Document Title: Comprehensive Local Educational Agency Assurances

Document Location: SELPA Office

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

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19. Public Participation: 20 *USC* Section 1412(a)(19); *EC* 56205(a)(18)

Policy/Procedure Number: SPP100

Policy/Procedure Title: Comprehensive Local Educational Agency Assurances

Document Location: SELPA Office

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public,including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

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20. Suspension and Expulsion: 20 *USC* Section 1412(a)(22); *EC* 56205(a)(19)

Policy/Procedure Number: SPP100

Document Title: Comprehensive Local Educational Agency Assurances

Document Location: SELPA Office

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

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21. Access to Instructional Materials: 20 *USC* Section 1412(a)(23); *EC* 56205(a)(20)

Policy/Procedure Number: SPP100

Document Title: Comprehensive Local Educational Agency Assurances

Document Location: SELPA Office

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

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(●) Yes ( ) No

22. Over-identification and Disproportionality: 20 *USC* Section 1412(a)(24); *EC* 56205(a)(21)

Policy/Procedure Number: SPP100

Document Title: Comprehensive Local Educational Agency Assurances

Document Location: SELPA Office

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

23. Prohibition on Mandatory Medicine: 20 *USC* Section 1412(a)(25); *EC* 56205(a)(22)

Policy/Procedure Number: SPP100

Document Title: Comprehensive Local Educational Agency Assurances

Document Location: SELPA Office

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

Administration of Regionalized Operations and Services

Pursuant to *EC* sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the document title and the location (e.g., SELPA office) for each function:"

1. Coordination of the SELPA and the implementation of the local plan:

Document Title: SPP200 Administration of Regionalized Operations and Services

SELPA: East San Gabriel Valley SELPA

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Document Location: SELPA Office

Description: See document

2. Coordinated system of identification and assessment:

Document Title: SPP200 Administration of Regionalized Operations and Services

Document Location: SELPA Office

Description: See document

3. Coordinated system of procedural safeguards:

Document Title: SPP200 Administration of Regionalized Operations and Services

Document Location: SELPA Office

Description: See document

4. Coordinated system of staff development and parent and guardian education:

Document Title: SPP200 Administration of Regionalized Operations and Services

Document Location: SELPA Office

Description: See document

5. Coordinated system of curriculum development and alignment with the core curriculum:

Document Title: SPP200 Administration of Regionalized Operations and Services

Document Location: SELPA Office

Description: See document

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

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Document Title:	SPP200 Administration of Regionalized Operations and Services
Document Location:	SELPA Office
Description:	See document

7. Coordinated system of data collection and management:

Document Title:	SPP200 Administration of Regionalized Operations and Services
Document Location:	SELPA Office
Description:	See document

8. Coordination of interagency agreements:

Document Title:	SPP200 Administration of Regionalized Operations and Services
Document Location:	SELPA Office
Description:	See document

9. Coordination of services to medical facilities:

Document Title:	SPP200 Administration of Regionalized Operations and Services
Document Location:	SELPA Office
Description:	See document

10. Coordination of services to licensed children's institutions and foster family homes:

Document Title:	SPP200 Administration of Regionalized Operations and Services
Document Location:	SELPA Office
Description:	See document

11. Preparation and transmission of required special education local plan area reports:

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Document Title: SPP200 Administration of Regionalized Operations and Services
Document Location: SELPA Office
Description: See document

12. Fiscal and logistical support of the CAC:

Document Title: SPP200 Administration of Regionalized Operations and Services
Document Location: SELPA Office
Description: See document

13. Coordination of transportation services for individuals with exceptional needs:

Document Title: SPP200 Administration of Regionalized Operations and Services
Document Location: SELPA Office
Description: See document

14. Coordination of career and vocational education and transition services:

Document Title: SPP200 Administration of Regionalized Operations and Services
Document Location: SELPA Office
Description: See document

15. Assurance of full educational opportunity:

Document Title: SPP200 Administration of Regionalized Operations and Services
Document Location: SELPA Office
Description: See document

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual

budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Document Title:	SPP200 Administration of Regionalized Operations and Services
Document Location:	SELPA Office
Description:	See document

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Document Title:	SPP200 Administration of Regionalized Operations and Services
Document Location:	SELPA Office
Description:	See document

Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

Document Title:	SPP300 Special Education Local Plan Area Services
Document Location:	SELPA Office
Description:	See document

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Document Title:	SPP300 Special Education Local Plan Area Services
Document Location:	SELPA Office
Description:	See document

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service

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provision, and the other governance activities specified within the local plan:

Document Title:	SPP300 Special Education Local Plan Area Services
Document Location:	SELPA Office
Description:	See document

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Document Title:	SPP300 Special Education Local Plan Area Services
Document Location:	SELPA Office
Description:	See document

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Document Title:	SPP300 Special Education Local Plan Area Services
Document Location:	SELPA Office
Description:	See document

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC* 56026(c)(4)) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC* Section 56040)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and

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wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC* Section 56041)

Document Title:	SPP300 Special Education Local Plan Area Services
Document Location:	SELPA Office
Description:	See document

Comprehensive Local Educational Agency Assurances
East San Gabriel Valley SELPA: SPP 100

The East San Gabriel Valley SELPA ensures conformity with Sections 1412(a) and 1413(a)(1) of Title 20 of the *United States Code* (20 USC), and in accordance with Title 34 *Code of Federal Regulations* (34 CFR) Section 300.201, that the following policies are consistent with state laws, regulations, and policies governing each of the requirements established in *EC* 56205 (a)(1-22).

1. **Free Appropriate Public Education (20 United States Code [U.S.C.] § 1412 [a][1])**
   It shall be the policy of this local educational agency (LEA) that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school.

2. **Full Educational Opportunity (20 U.S.C. § 1412 [a][2])**
   It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children.

3. **Child Find (20 U.S.C. § 1412 [a][3])**
   It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

4. **Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP) (20 U.S.C. § 1412 [a][4])**
   It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 U.S.C. § 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 U.S.C. § 1414 (d). It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

5. **Least Restrictive Environment (20 U.S.C. § 1412 [a][5])**
It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

6. **Procedural Safeguards (20 U.S.C. § 1412 [a][6])**
It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations.

7. **Evaluation (20 U.S.C. § 1412 [a][7])**
It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate.

8. **Confidentiality (20 U.S.C. § 1412 [a][8])**
It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act.

9. **Part C to Part B Transition (20 U.S.C. § 1412 [a][9])**
It shall be the policy of this LEA that children participating in early intervention programs (Individuals with Disabilities Education Act [IDEA], Part C), and who will participate in preschool programs, experience a smooth and effective transition to those preschool programs in a manner consistent with 20 U.S.C. § 1437 (a)(9). The transition process shall begin prior to the child's third birthday.

10. **Private Schools (20 U.S.C. § 1412 [a][10])**
It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

11. **Local Compliance Assurances (20 U.S.C. § 1412 [a][11])**
It shall be the policy of this LEA that the Local Plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California Education Code, Part 30.

12. **Interagency (20 U.S.C. § 1412 [a][12])**
It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process.

13. **Governance (20 U.S.C. § 1412 [a][13])**
It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

14. **Personnel Qualifications (20 U.S.C. § 1412 [a][14])**
It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications.

15. **Performance Goals and Indicators (20 U.S.C. § 1412 [a][15])**
It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

16. **Participation in Assessments (20 U.S.C. § 1412 [a][16])**
It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective IEPs.

17. **Supplementation of State, Local, and Federal Funds (20 U.S.C. § 1412 [a][17])**
It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds.

18. **Maintenance of Effort (20 U.S.C. § 1412 [a][18])**
It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations.

19. **Public Participation (20 U.S.C. § 1412 [a][19])**
It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

20. **Suspension and Expulsion (20 U.S.C. § 1412 [a][22])**
The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised.

21. **Access to Instructional Materials (20 U.S.C. § 1412 [a][23])**
It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard.

22. **Overidentification and Disproportionality (20 U.S.C. § 1412 [a][24])**
It shall be the policy of this LEA to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities.

23. **Prohibition on Mandatory Medicine (20 U.S.C. § 1412 [a][25])**
It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services.

Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services –SPP200

Pursuant to *EC* sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the administrator of the SELPAs, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

1. **Coordination of the SELPA and the implementation of the local plan:**

   Description:
   Direct Instructional support provided by the program specialists: SELPA program specialist(s) work under the direction of the SELPA Administrator to support the coordination and implementation of the local plan through their support to regionalized programs and member LEAs, as requested. LEA program specialists support the coordination of the SELPA and the implementation of the local plan through collaboration amongst member LEAs, including the support and operation of regionalized Provider Programs.

   Role of the RLA/AU: The AU receives and maintains accountability for fiscal and accounting records in accordance with federal and state requirements and submitting reports to appropriate authorities, as well as distributes funds to member districts in accordance with the ESGV SELPA allocation plan, at the direction of the SELPA office.

   Role of the Administrator of the SELPA: The SELPA Administrator will ensure that the local plan is implemented and will make recommendations to the Superintendents' Council when revisions to the local plan are needed. The SELPA Administrator will also facilitate the development and approval of SELPA policies and procedures necessary to implement the local plan.

   The SELPA Administrator is responsible in working with the member LEAs and other agencies to ensure a full continuum of placement and services options are available to students within the SELPA. The SELPA Administrator is responsible for ensuring the direction of the AU in the allocation of funds consistent with the approved allocation plan.

Role of the Individual LEAs: LEAs ensure a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. LEAs will support the continuum of services that exist within the SELPA through their support of Provider Programs. The individual LEAs, through their Superintendent's participation on the Superintendents' Council, will approve any policies and procedures needed to implement the local plan. LEAs are responsible for the recruitment, appointment, and active participation of LEA representatives on the Community Advisory Committee.

2. Coordinated system of identification and assessment:

Description:
Direct Instructional support provided by the program specialists: SELPA program specialist(s)
work under the direction of the SELPA Administrator to support a coordinated system of identification and assessment, including students enrolled in private schools. LEA program specialists work collaboratively with the SELPA and member districts to support the coordination of identification and assessment.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA Administrator ensures each LEA conducts child find activities. The SELPA Administrator supports child find activities at a regional and county level, including facilitation of public notices. The SELPA will provide technical support to LEAs and guidance to parents, as needed. The SELPA will also participate in child find activities established by the LEAs and ensure appropriate interagency agreements are in place to support activities.

Role of the Individual LEAs: Each LEA is responsible for identifying and assessing all students for whom they are responsible for through a coordinated system of child find and related activities. Districts operating Provider Programs in the SELPA will support the coordination of identification and assessment collaboratively with the District of Residence for all students enrolled in the District. LEAs are responsible for ensuring that all assessments are conducted by qualified staff, using valid and reliable instruments and assessment practices.

3. Coordinated system of procedural safeguards:

Description:
Direct Instructional support provided by the program specialists: Program specialists support a coordinated system of procedural safeguards/parent rights, including offering to review procedural safeguards and providing information to parents/guardians as needed. The SELPA program specialist(s) work under direction of the SELPA administrator and may provide alternative dispute resolution through contact with parents/guardians. The SELPA programs specialist(s) provide parents/guardians with a copy of their procedural safeguards and upon request will review all procedural safeguards with parents/guardians.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA provides alternate dispute resolution support as requested by member districts and through contact initiated by parents. The SELPA Administrator assists parents, upon request, with filing complaints with the Office of Administrative Hearings and/or the California Department of Education when requested. The SELPA Administrator will provide parents/guardians with a copy of their procedural safeguards and upon request will review all procedural safeguards with parents/guardians. The SELPA ensures updated copies of procedural safeguards are available and offered to parents in all member districts and will maintain a copy on the SELPA website.

Role of the Individual LEAs: The LEAs provide procedural safeguards to parents/guardians consistent with the education code, assist parents with understanding their procedural safeguards, and ensures that procedural safeguards are implemented consistently. The LEAs assist parents, upon request, with filing complaints with the Office of Administrative Hearings when requested.

4. Coordinated system of staff development and parent and guardian education:

Description:
Direct Instructional support provided by the program specialists: SELPA program specialist(s) work under the direction of the SELPA Administrator to support staff development, as well as parent and guardian education. Program specialists, including LEA program specialists, may provide direct training and support the dissemination and implementation of evidenced-based practices.

Role of the RLA/AU: Upon request of the SELPA, the Administrative Unit (AU) will procure contracts for professional development and other staff and parent trainings.

Role of the Administrator of the SELPA: On an annual basis, input is collected from the Special Education Directors from member LEAs to determine the staff development needs that the SELPA is requested to provide. On an annual basis, the Community Advisory Committee will provide input on the parent and guardian education needs. The SELPA will provide needed training and supports as requested, or determined appropriate, for each LEA.
The SELPA Administrator will regularly provide information from the state level regarding initiatives, resources, and supports available to the SELPA and member LEAs.

Role of the Individual LEAs: LEAs will determine their staff development and parent/guardian education, based on their local needs. They may seek technical assistance or input from the SELPA. Whenever possible, LEAs will extend appropriate staff development and parent/guardian training opportunities to member districts within the SELPA. LEAs operating regionalized Provider Programs will ensure program staff receive appropriate professional development.

5. **Coordinated system of curriculum development and alignment with the core curriculum:**

Description:
Direct Instructional support provided by the program specialists: SELPA program specialist(s) work under the direction of the SELPA Administrator to support a coordinated system of curriculum development and alignment with the core curriculum. Program specialists may provide direct training, attend state and regional professional development opportunities, and support the implementation of curriculum across the SELPA, as requested. Program specialists working within Provider Programs support the coordination of curriculum development and alignment with the core curriculum.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA Administrator will provide technical assistance and staff development, as requested or determined appropriate, including the dissemination of evidence-based practices and curricular resources and strategies.

Role of the Individual LEAs: LEAs will determine their needs for curriculum development and alignment with the core curriculum, based on their local needs. Districts operating provider programs are responsible for ensuring curriculum development and alignment with the core curriculum.

6. **Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:**

Description:
Direct Instructional support provided by the program specialists: SELPA program specialist(s) work under the direction of the SELPA Administrator to support LEAs in activities related to performance, compliance, and accountability. LEA program specialists work collaboratively with the SELPA to address performance, compliance, and accountability issues.

Role of the RLA/AU: The AU will receive and maintain accountability for fiscal and accounting records in accordance with federal and state requirements and will submit reports to appropriate authorities, including support of the submission of SELPA fiscal accountability reports (e.g., Maintenance of Effort).

Role of the Administrator of the SELPA:
The SELPA Administrator is actively involved in compliance and performance of member LEAs within the SELPA. will:

1. Review Annual Performance Reports, California School Dashboard, Local Control Accountability Plans, and other data sources with LEA administrators.
2. Provide technical assistance and support/consultation to member LEAs with Annual Performance Reports, California School Dashboard, Local Control Accountability Plans, and other data sources.
3. Review Annual Budget Plan with Superintendents' Council, CAC and other interested parents, community or educational groups.

4. Review Annual Service Plan by Superintendents' Council, CAC and other interested parents, community, or educational groups.

5. Review of the funding Allocation Plan by the Superintendents to ensure appropriate distribution of funds.

Role of the Individual LEAs. Individual LEAs review and monitor Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Individual LEAs also engage in monitoring activities as required by the CDE, including the Compliance Improvement Monitoring plans with the support of the SELPA as requested. LEAs will review and address performance, compliance, and accountability issues in a timely manner.

7. Coordinated system of data collection and management:

Description:
Direct Instructional support provided by the program specialists: SELPA program specialist(s) and operational staff work under the direction of the SELPA Administrator to support a coordinated system of data collection and management. LEA program specialists work collaboratively with the SELPA to ensure a coordinated system of data collection and management.

Role of the RLA/AU: Upon request of the SELPA, the Administrative Unit (AU) will secure contracts and support the SELPA's technology and software to ensure a coordinated system of data collection and management.

Role of the Administrator of the SELPA: The SELPA will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission and any other required reports of each member LEA, as required by the California Department of Education. The SELPA will provide technical assistance and training to LEAs as requested and/or deemed necessary by the SELPA. The SELPA establishes and maintains the Special Education Data System (i.e. SEIS) for all LEA members to access and use for reporting purposes.

Role of the Individual LEAs: The LEAs are responsible for data entry, quality and integrity. The LEAs will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission and any other required reports, as required by the California Department of Education. LEAs members are required to use the Special Education Data System (i.e. SEIS) established by the SELPA.

8. Coordination of interagency agreements:

Description:
Direct Instructional support provided by the program specialists: SELPA program specialist(s) work under the direction of the SELPA Administrator to support the coordination of interagency agreements. LEA program specialists, including those solely in Provider Programs, will work collaboratively with the SELPA to support the coordination of interagency agreements.

Role of the RLA/AU: The AU is responsible for executing interagency agreements at the direction of the SELPA. Such agreements may be required to be approved by the AU's governing board in the interest of the member districts of the SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will serve on committees as interagency agreements are being reviewed, revised, or developed. The SELPA Administrator will ensure that interagency agreements are in place as required by California Education Code and provide technical assistance and dispute resolution as needed. Interagency agreements necessary to support the implementation of the local plan, and as required by legal mandates, have been developed with the following agencies:

1. California Children's Services.
2. San Gabriel - Pomona Regional Center.
3. SELPA Agreement (formally referred to as the "Administrative Unit (AU) Agreement") - All participating LEAs.

Other interagency agreements will be developed as needed. Copies of these documents can be requested through the SELPA office. All interagency agreements entered into by the SELPA shall be incorporated into this local plan as though fully set forth herein.

Role of the Individual LEAs: Through their Superintendent's participation in the Superintendents' Council and/or at the direction of the SELPA, LEAs will approve and implement interagency agreements as appropriate.

9. Coordination of services to medical facilities:

Description:
Direct Instructional support provided by the program specialist: The SELPA program specialist(s) work under the direction of the SELPA Administrator to support LEAs in ensuring students have a full educational opportunity when residing in medical facilities. LEA program specialists work collaboratively with the SELPA and other member districts to ensure a full educational opportunity for students residing in medical facilities.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA will facilitate the coordination of Special Education and Related Services by the designated LEAs.

Role of the Individual LEAs: Individuals with exceptional needs who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the educational responsibility of the local educational agency in which the hospital or facility is located.

10. Coordination of service to licensed children's institutions and foster family homes:

Description:
Direct Instructional support provided by the program specialist: The SELPA program specialist(s) and LEA program specialists work collaboratively to ensure students have a full educational opportunity regardless of the district of special education accountability.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA will facilitate the coordination of these services by the designated LEAs.

Role of the individual LEAs: Special education services for students with disabilities residing in foster family homes or licensed children's institutions shall be the responsibility of the district in which the foster family home or the licensed children's institution is located, unless based on education code there is another district of special education accountability which would be responsible.

11. Preparation and transmission of required special education local plan area reports:

Description:
Direct Instructional support provided by the program specialists: SELPA program specialist(s) work under the direction of the SELPA Administrator to support the transmission of required SELPA reports. LEA program specialists will work collaboratively with the SELPA to support the completion of required reports.

Role of the RLA/AU: The AU is responsible, in conjunction with and under the direction of the SELPA, for completion of required accountability and fiscal reports on behalf of the SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator will ensure timely transmission of required reports and provide technical assistance to LEAs in completing those reports.

Role of the individual LEAs: Individual LEAs will submit required data and work collaboratively in order for the SELPA to submit timely reports.

12. Fiscal and logistical support of the CAC:

Description:
Direct Instructional support provided by the program specialists: SELPA program specialist(s)

work under the direction of the SELPA Administrator to provide support to the CAC. LEA program specialists will work collaboratively with the SELPA and CAC to support CAC activities, including but not limited to: parent training, disability awareness, special events, community outreaches, and presentations at CAC meetings.

Role of the RLA/AU: The AU maintains accountability for fiscal and accounting records, including the CAC allotted budget, in accordance with federal and state requirements,

Role of the Administrator of the SELPA: The SELPA Administrator will provide fiscal and logistical support to CAC meetings, events, and trainings as appropriate. The SELPA will monitor the status of the CAC Budget and make annual recommendations to the Superintendents' Council as appropriate. The SELPA Administrator will support

identified parent training topics through securing presenters in collaboration with the CAC. The SELPA Administrator will directly support CAC outreaches, expositions, and legislative advocacy activities.

Role of the individual LEAs: The LEAs, through their Superintendent's participation on the Superintendents' Council, will ensure the SELPA has sufficient resources to provide fiscal and logistical support for the CAC. LEA Directors shall facilitate communication between their CAC representative and their LEA and support CAC events and trainings as requested and appropriate. LEAs are responsible for the recruitment, appointment, and active participation of LEA representatives on the Community Advisory Committee.

13. Coordination of transportation services for individuals with exceptional needs:

Description:
Direct Instructional support provided by the program specialists: SELPA program specialist(s)
work under the direction of the SELPA Administrator to support a coordinated system transportation services for students with disabilities. LEA program specialists work collaboratively with the SELPA and member LEAs to ensure a coordinated system of transportation services.

Role of the RLA/AU: At the direction of the SELPA Superintendents' Council, the AU will publish a Request for Bids (RFB), secure transportation contracts, and/or extend or amend existing contracts as directed.

Role of the Administrator of the SELPA: The SELPA Administrator supervises the SELPA Transportation Department to ensure effective transportation services and fiscal oversight of the transportation contract. The SELPA office provides regular communication to the member LEAs for their share of the transportation contract and resolves service and safety issues in a timely manner.

Role of the individual LEAs: Each member LEA is responsible for providing transportation for their students with disabilities as determined by their IEP teams. LEAs choosing to access SELPA transportation services are responsible for providing transportation data and working collaboratively with the SELPA office to ensure safe and effective service for all students.
Districts operating Provider Programs are responsible for the coordination of transportation services for all students from member LEAs in the program, unless otherwise directed by the District of Residence.

14. Coordination of career and vocational education and transition services:

Description:
Direct Instructional support provided by the program specialist: SELPA program specialist(s) work under the direction of the SELPA Administrator, support staff development, program development, and evidenced-based practices related to career and vocational/transition services. LEA program specialists work collaboratively to ensure coordination of career/vocational education and transition services.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA Administrator will provide technical assistance and staff development as needed. The SELPA Administrator will ensure appropriate interagency agreements are in place and facilitate connection to agencies, as appropriate, including technical assistance with state and federal grants that support career and vocational education and transition services (e.g., vocational/work experience grants).

Role of the individual LEAs: Each LEA will provide appropriate career and vocational education and transition services as required under state and federal law, including providing required elements of state and federal grants as appropriate. LEAs will also coordinate with local agencies (e.g., Regional Center and Department of Rehabilitation).

15. Assurance of full educational opportunity:

Description:
Direct Instructional support provided by the program specialists: SELPA program specialist(s) work under the direction of the SELPA Administrator to support full educational opportunity, including a full continuum of placement and service options. LEA program specialists support full educational opportunity through the support of the Provider Programs and ensuring a full continuum of placement and services options is available for all students residing within the SELPA boundaries.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: Through approval of the Annual Services Plan, the SELPA Administrator will ensure that the full continuum of services is provided, including the coordination of the SELPA's Provider Programs. The SELPA will assist with Inter-SELPA Transfers, as needed. Additionally, professional development and technical assistance is available upon request or as determined to be needed by the SELPA to LEAs and/or nonpublic schools.

Role of the individual LEAs: Each LEA, through the Superintendent's participation on the Superintendents' Council, will determine the regional programs needed to meet the needs of the students with disabilities within the SELPA. Additionally, each LEA is responsible for providing a full continuum of services. LEAs operating Provider Programs supporting the SELPA's full continuum of placement and service options.

16. Fiscal administration and the allocation of state and federal funds pursuant to EC Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Description:
Direct Instructional support provided by the program specialist: N/A.

Role of the RLA/AU: The AU and SELPA will work collaboratively on the reporting and accounting of special education funding and distributes funds to districts based on the SELPA allocation model.

Role of the Administrator of the SELPA: The SELPA Administrator will facilitate the distribution of funds in accordance with the funding allocation plan approved by the Superintendents' Council. The SELPA Administrator will also facilitate the Annual Budget Plan.

Role of the individual LEAs: Each LEA, through the Superintendent's participation on the Superintendents' Council, determine and approve the allocation of funds to the member LEAs and the Annual Budget Plan. The LEAs will also submit required fiscal reports as required by state and federal laws.

17. Direct instructional program support that may be provided by program specialists in accordance with EC Section 56836.01:

Description:
Direct Instructional support provided by the program specialist: Under the direction of the SELPA Administrator, direct instructional program support that may be provided by SELPA program specialist(s) shall include, but are not limited to:

- Conduct observations consult with and assist special and general education staff, administrators, and parents regarding appropriate placement and services for students.
- Participate in program development, including the development and support of regionalized programs.
- Coordinate curricular resources and take leadership in ensuring the use of appropriate instructional methods, strategies, interventions and resources.
- Facilitate the development and implementation of staff development and parent education activities.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA administrator supervises and evaluates designated SELPA program specialist(s) and provides training and guidance to the program specialist(s) as needed

Role of the individual LEAs: LEAs, including LEA program specialists, are responsible to provide direct instructional support to programs in order to ensure students have access to a full continuum of Special Education and Related Services.

Local Plan Section B Governance and Administration: Special Education Local Plan Area Services SPP300

1. Programs for Early Childhood / Part C Early Intervention Special Education

Designated districts provide Early Start services on a regional basis. Those designated districts are Azusa USD and Covina-Valley USD. These districts serve all solely low incidence (visual impairments, hearing impairments, and orthopedic impairments) identified infants with funding through federal resources and funding from the district of residence.

Additionally, some infants residing in the SELPA may be *"dually served"* with Regional Center, and neighboring SELPAs/LEAs with different funding models and Memorandum of Understandings (MOUs) with Regional Center than the MOU with the ESGV SELPA. The Regional Center remains payer of last resort for those children who are "dually served."

Necessary Early Start services are provided in the natural environment, to include home, group and community settings. School districts are responsible for needed transportation to special education and related services noted on the IFSP. For solely low incidence children, the designated school district provides service coordination, special education and related services.

The ESGV SELPA is committed to providing all of the procedural safeguards to families of infants and toddlers with disabilities as mandated by state and federal law. Parent rights are given to all families upon initial IFSP meeting.

For children with an intake at the Regional Center prior to 2 years, 10 months old, the school districts in the ESGV SELPA are committed to working with the Regional Center to assure the completion of an initial evaluation and an IEP by the child's third birthday.

Referrals for students ages 3, 4, and 5 who are not in kindergarten are made to the child's school district of residence. Referrals for assessment may be received from parents, pediatricians, social workers or other community members. Parents will receive either an Assessment Plan or Prior Written Notice to Parent of Action within 15 days of the referral. If an Assessment Plan is signed by the parent/guardian, the assessment will be completed within 60 days of receipt by the district.

Preschool special education services are provided to students with IEPs in a variety of ways according to district procedures. Some districts offer individual and small group instruction in special education class settings. Trans-disciplinary teams share their expertise, working with parents, in addressing the needs of children. Districts may collaborate with other districts within the SELPA, in neighboring SELPAs, or the county office of education to offer special education preschool classes. Some 3, 4 and 5 year olds with disabilities are enrolled in state preschool programs or Head Start as part of their IEP and receive special education and related services to support progress in that setting. The IEP team may determine that some special education eligible 3, 4, and 5 year olds do not require individual and small group instruction to address their special education needs. These children may receive speech/language services and any other necessary related services in community settings or at the local school site. Transportation will be provided if necessary for the child to access special education services.

All children who received special education preschool services will be reevaluated by qualified personnel before entering kindergarten to determine whether or not they are a child with a disability requiring ongoing special education services

See *Memorandum of Understanding between ESGV SELPA and San Gabriel Pomona Regional Center* in the *Exhibits* section related to services for children aged birth to three years. For a listing of programs for early childhood special education programs and services for children aged three through five years of age, see the *Annual Service Plan.* The documents referenced in this paragraph are incorporated by such reference in their entirety.

2. Public Addressing the Governing Body

Members of the public, including parents or guardians of students with disabilities, may address questions or concerns to the governing boards of each LEA, the Superintendents' Council, the LEA Special Education Director, the SELPA Administrator, and/or the CAC.

3. Dispute Resolution

In the event of a disagreement between LEAs, LEAs and the AU, LEAs and/or the AU and the SELPA regarding the distribution of funding, responsibility for service provision and any other governance activities specified in the local plan, the dispute resolution process approved by the Superintendents' Council will be followed. This procedure is intended to resolve disagreements in a mutually satisfactory manner and at the lowest level possible in the governance structure outlined in the Local Plan without undermining local authority.

4. Utilization of General Education Resources

Each LEA shall ensure that a pupil is referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Such resources may include, but not be limited to, response to intervention models, student study/success teams, multi-tiered systems of support (MTSS), early literacy programs, remedial programs, and other general education interventions..

5. **Nonpublic School Placements**

Each LEA that contracts with a nonpublic, nonsectarian school shall evaluate the placement of its pupil(s) in such schools on at least an annual basis as part of the annual IEP review. The LEA representative shall also review the master contract, the individual services agreement, and the IEP to ensure that all services agreed upon and specified in the IEP are provided.

Each LEA shall ensure the evaluation, by qualified personnel, of the educational progress of each pupil placed in a nonpublic, nonsectarian school, including all state assessments required.

Each LEA shall, at least annually, consider whether or not the needs of the pupil continue to be best met at the nonpublic, nonsectarian school and whether changes to the individualized education program of the pupil are necessary, including whether the pupil may be transitioned to a public school setting.

6. **A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in EC 56026(c)(4)) who has been incarcerated in a county jail and remains eligible for special education services:**

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (EC Section 56040) It is the responsibility of the District of Residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (EC Section 56041)

The LEAs of the SELPA shall:

1. Seek out eligible adults residing within its boundaries.
2. Review and revise IEPs as necessary, including conducting annual reviews.
3. Determine whether the qualified individual wishes to receive FAPE and if so ensure FAPE is provided with consent.

The following special education requirements do not apply to eligible individuals who are convicted as adults under State law and incarcerated in adult prisons:

- Eligible individuals are exempt from
    - State and LEA-wide assessment programs.
    - Transition Planning and transition services.
    - IEP team may modify the individual's IEP or placement notwithstanding the least restrictive environment requirement if there is a security or compelling penological interest that cannot otherwise be accommodated.

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Projected special education budget funding, revenues, and expenditures by LEAs are specified in **Attachments II–V.** This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA) who are placed in regular education classrooms and environments, and those who have been identified with low incidence disabilities who also receive special education services.

IMPORTANT: Adjustments to any year's apportionment must be received by the California Department of Education (CDE) from the SELPA prior to the end of the first fiscal year (FY) following the FY to be adjusted. The CDE will consider and adjust only the information and computational factors originally established during an eligible FY, if the CDE's review determines that they are correct. California *Education Code* (*EC*) Section 56048

Pursuant to *EC* Section 56195.1(2)(b)(3), each Local Plan must include the designation of an administrative entity to perform functions such as the receipt and distribution of funds. Any participating local educational agency (LEA) may perform these services. The administrative entity for a multiple LEA SELPA or an LEA that joined with a county office of education (COE) to form a SELPA, is typically identified as a responsible local agency or administrative unit. Whereas, the administrative entity for single LEA SELPA is identified as a responsible individual. Information related to the administrative entity must be included in Local Plan Section A: Contacts and Certifications.

Section D: Annual Budget Plan

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TABLE 1

Special Education Projected Revenue Reporting (Items D-1 to D-3)

D-1. Special Education Revenue by Source

Using the fields below, identify the special education projected revenue by funding source. The total projected revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	78,536,122	74.40%
AB 602 Property Taxes	5,128,792	4.86%
Federal IDEA Part B	21,604,426	20.47%
Federal IDEA Part C	284,328	0.27%
State Infant/Toddler	0	0.00%
State Mental Health	0	0.00%
Federal Mental Health	0	0.00%
Other Projected Revenue	0	0.00%
Total Projected Revenue:	105,553,668	**100.00%**

D-2. "Other Revenue" Source Identification

Identify all revenue identified in the "Other Revenue" category above, by revenue source, that is received by the SELPA specifically for the purpose of special education, including any property taxes allocated to the SELPA pursuant to *EC* Section 2572. *EC* Section 56205(b)(1)(B)

N/A

D-3. Attachment II: Distribution of Projected Special Education Revenue

Using the form template provided in **Attachment II**, complete a distribution of revenue to all LEAs participating in the SELPA by funding source.

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TABLE 2

Total Projected Budget Expenditures by Object Code (Items D-4 to D-6)

D-4. Total Projected Budget by Object Code

Using the fields below, identify the special education expenditures by object code. The total expenditures and the percent of total expenditures by object code is automatically calculated.

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	97,106,154	37.07%
Object Code 2000—Classified Salaries	44,326,799	16.92%
Object Code 3000—Employee Benefits	59,655,711	22.77%
Object Code 4000—Supplies	7,108,839	2.71%
Object Code 5000—Services and Operations	49,727,096	18.98%
Object Code 6000—Capital Outlay	46,184	0.02%
Object Code 7000—Other Outgo and Financing	3,971,285	1.52%
Total Projected Expenditures:	261,942,068	100.00%

D-5. Attachment III: Projected Local Educational Agency Expenditures by Object Code

Using the templates provided in **Attachment** III, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

D-6. Code 7000—Other Outgo and Financing

Include a description for the expenditures identified under object code 7000:

These are indirect cost charged to programs using each LEAs CDE-approved indirect cost rates.

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TABLE 3

Federal, State, and Local Revenue Summary (Items D-7 to D-8)

D-7. Federal Categorical, State Categorical, and Local Unrestricted Funding

Using the fields below, enter the projected funding by revenue jurisdiction. The "Total Revenue From All Sources" and the "Percentage of Total Funding fields are automatically calculated.

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	83,664,914	31.94%
Projected Federal Revenue	21,888,754	8.36%
Local Contribution	156,388,400	59.70%
Total Revenue from all Sources:	261,942,068	100.00%

D-8. Attachment IV: Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

Using the CDE-approved template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

D-9. Special Education Local Plan Area Allocation Plan

a. Describe the SELPA's allocation plan, including the process or procedure for allocating special education apportionments, including funds allocated to the RLA/AU/responsible person pursuant to *EC* Section 56205(b)(1)(A).

Most of the components of the AB 602 revenue are allocated based on ADA (80% of revenue) and Special Ed pupil count (20% of revenue). A portion of Out of Home Care is allocated based on actual expenses, to reimburse member LEAs for students residing in foster homes and Licensed Children's Institute. A portion of the Low Incidence revenue is used to reimburse member LEAS for purchases of equipment & materials. The remaining revenue is allocated based on Low Incidence pupil count. Regionalized operations and services are provided by the AU as well as other member LEAs. Apportionments for SELPA office operations are retained at the AU while a portion of the apportionments are transferred to the member LEAs who have assumed responsibilities to provide regionalized services under the local plan.

IDEA federal grants are allocated based on prior year's Special Ed pupil counts consistent with each grant's method of allocation to the grantees. A portion of the Local Assistance Entitlement is set aside at the SELPA level to provide consultation services to private schools within the SELPA's

geographic boundaries. The Part C Early Education funding is allocated to the two districts serving the infants within the SELPA.

b. ☒ YES ☐ NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to *EC* Section 56195.7(i). This allocation plan was approved according to the SELPA's local policymaking process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

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TABLE 4

Special Education Local Plan Area Expenditures (Items D-10 to D-11)

D-10. Regionalized Operations Budget

Using the fields below, identify the total operating expenditures projected for the SELPA, exclusively. Expenditure line items are according SACS object codes. Include the projected amount budgeted for the SELPA's exclusive use. The "Percent of Total" expenses is automatically calculated. NOTE: Table 4 does not include district LEA, charter LEA, or COE LEA expenditures, there is no Attachment to be completed for Table 4.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	180,529	12.65%
Object Code 2000—Classified Salaries	178,214	12.49%
Object Code 3000—Employee Benefits	155,459	10.89%
Object Code 4000—Supplies	21,800	1.53%
Object Code 5000—Services and Operations	271,544	19.03%
Object Code 6000—Capital Outlay		0.00%
Object Code 7000—Other Outgo and Financing	619,464	43.41%
Total Projected Operating Expenditures:	1,427,010	100.00%

D-11. Object Code 7000 --Other Outgo and Financing Description

Include a description of the expenditures identified under "Object Code 7000—Other Outgo and Financing" by SACS codes. See Local Plan Guidelines for examples of possible entries.

Expenditures under object code 7000 are transfers to member LEAs for program related costs, including salary & benefits for SELPA program staff.

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TABLE 5

Supplemental Aids and Services and Students with Low Incidence Disabilities (D-12 to D-15)

The standardized account code structure (SACS), goal 5760 is defined as "Special Education, Ages 5–22." Students with a low incidence (LI) disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

D-12. Defined Goals for Students with LI Disabilities

Does the SELPA, including all LEAs participating in the SELPA, use locally defined goals to separate low-incidence disabilities from other severe disabilities?

☐ YES ■ NO

If "No," describe how the SELPA identifies expenditures for low-incidence disabilities as required by *EC* Section 56205(b)(1)(D)?

When the SACS goal code was changed to consolidate the Severely Disabled with Nonseverely Disabled into one goal, LEAs were not required, although may use locally defined goals to separate costs related to low incidence disabilities from other severe disabilities. With the coding change, some LEAs no longer track costs between severe and nonsevere disabilities. In addition, LEAs do not code low incidence disabilities to a specific Goal. As such, for the purpose of the Annual Budget Plan, the Total Projected Expenditures for Students with LI Disabilities is limited to the anticipated revenue restricted for low incidence eligible pupils and is not reflective of all expenditures related to this disability group. This is true for the Total Projected Expenditures for SAS as well.

D-13. Total Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with LI Disabilities

Enter the projected expenditures budgeted for Supplemental Aids and Services (SAS) disabilities in the regular education classroom. | 1,526,163

D-14. Total Projected Expenditures for Students with LI Disabilities

Enter the total projected expenditures budgeted for students with LI disabilities. | 1,683,000

D-15. Attachment V: Projected Expenditures by LEA for SAS Provided to Students with Exceptional Needs in the Regular Classroom and Students with LI Disabilities

Using the current CDE-approved template provided for Attachment V, enter the SELPA's projected funding allocations to each LEA for the provision of SAS to students with exceptional needs placed in the regular classroom setting and for those who are identified with LI disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5.

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Attachment I

SELPA: East San Gabriel Valley SELPA

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Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

Enter the California Department of Education (CDE) issued county/district/school code (CDS) and the full name for each local educational agency (LEA) participating in the Local Plan. The LEA names will automatically populate the remaining attachments. Pursuant to California *Education Code* (*EC*) sections 56205(a)(12)(D)(iii) and 56195.1(b) and (c). SELPAs with one or more LEAs, or those who join with the county office of education (COE) to submit a Local Plan to the CDE for consideration of approval must include copies of joint powers agreements or contractual agreements, as appropriate.

In the table below, enter the CDE issued CDS code and the official name as listed in the California School Directory https://www.cde.ca.gov/SchoolDirectory/ for each COE, District, Joint Powers Authority (JPA), and SELPA participating in the Local Plan and receiving a special education funding allocation for services and programs provided to students with disabilities.

To Add or Delete Rows:

To add or delete table rows, select the "plus" or "minus" buttons bellow. Actions taken here will be automatically repeated for each of the tables in Attachments II through VI. Users must manually enter LEA information in Attachment VII.

LEA Membership Changes:

If an LEA was previously reported to the CDE in fiscal year 2021–22 or 2022–23 and there is a change in SELPA membership, **DO NOT DELETE** the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

SELPA County/District/School Codes

- If a SELPA does not have a CDS code, then the associated fields should be left blank. NOTE: If a CDS code section begins with a "0," the zero will not appear in the user's entry.
- If a SELPA does not have a complete CDS code, then leave the associated district and school code blank.
- If a SELPA is not a charter LEA, then leave the associated charter code blank.

Attachment I

SELPA: East San Gabriel Valley SELPA

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Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, *and* SELPA)	Special Eduction Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	19	64279			Azusa Unified School District	Erin	Kremer	(626) 858-6184	ekremer@azusa.org	**Previously Reported**
	2	19	64287			Baldwin Park Unified School District	Sarah	Ammon	(626) 856-4370	saammon263@bpusd.net	**Previously Reported**
	3	19	65295			Bassett Unified School District	Gretchen	Carrera	(626) 931-3089	gretchen.carrera@bassettusd.org	**Previously Reported**
	4	19	64329			Bonita Unified School District	Danielle	Walker	(909) 971-8330	Walker@bonita.k12.ca.us	**Previously Reported**
	5	19	64378			Charter Oak Unified School District	Jonathan	Raymond	(626) 966-8331	jraymond@cousd.net	**Previously Reported**
	6	19	64394			Claremont Unified School District	Jessica	Houpt	(909) 398-0609	jhoupt@cusd.claremont.edu	**Previously Reported**
	7	19	64436			Covina-Valley Unified School District	Rene	Valdes	(626) 974-7000	rvaldes@c-vusd.org	**Previously Reported**
	8	19	64576			Glendora Unified School District	Brian	Murray	(626) 963-1611	bmurray@glendora.k12.ca.us	**Previously Reported**
	9	19	73460			Walnut Valley Unified School District	Emiko	Chapman	(909) 595-1264	echapman@wvusd.org	**Previously Reported**
	10	19	65094			West Covina Unified School District	Lori	Williams	(626) 939-4600	lori.williams@wcusd.org	**Previously Reported**
	11	19	65094	6023527	142	San Jose Charter Academy	Luisa	Vela	(626) 856-1693	luisa.vela@sjcharter.com	**Previously Reported**
	12	19	64287	1996479	402	Opportunities for Learning-Baldwin Park	Waneka	Cabrera	(562) 381-5126	wcabrera@skyrocket-ed.com	**Previously Reported**

Attachment I

SELPA: East San Gabriel Valley SELPA

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Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, *and* SELPA)	Special Eduction Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	13	36	67876	120568	1132	Options for Youth - San Bernardino	Waneka	Cabrera	(562) 381-5126	wcabrera@skyrocket-ed.com	**Previously Reported**
	14	19	73452	120600	1135	iQ Academy California - Los Angeles	Breauna	Wall	(805) 581-0202	bwall@caliva.org	**Previously Reported**
	15	19	65094	112706	838	California Virtual Academy @ Los Angeles	Breauna	Wall	(805) 581-0202	bwall@caliva.org	**Previously Reported**

Attachment II

SELPA: East San Gabriel Valley SELPA

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Each SELPA must adhere to requirements for developing and reporting special education budget revenue and expenditures. The following excerpt is taken from California School Accounting Manual (CSAM): Procedure 755 Special Education on page 755-1 and included to assist the SELPA with completing Section D: Annual Budget Plan information for each LEA participating in the SELPA's Local Plan.

Special education budgets are complex and are of great interest to the public, both locally and statewide. *EC* Section 56205(b)(1) requires that a special education budget shall identify particular elements. Identification of the following elements is facilitated by the standardized account code structure (SACS):

1. Apportionment received by the LEA in accordance with the allocation plan adopted by the SELPA. (The apportionment is tracked in SACS in the resource field in combination with the revenue code in the object field.)
2. Administrative costs of the plan. (These costs are tracked in the function field.)
3. Costs of special education services to pupils with severe disabilities and low-incidence disabilities. (This population is identified by the goal field.)
4. Costs of special education services to pupils with nonsevere disabilities. (This population is identified by the goal field.)
5. Costs of supplemental aids and services provided to meet the individual needs of pupils placed in regular education classrooms and environments. (Costs of these aids and services are tracked in the function field.)
6. Costs of regionalized operations and services and direct instructional support by program specialists in accordance with Part 30, Chapter 7.2, Article 6, of the California *EC*, Program Specialists and Administration of Regionalized Operations and Services. (These costs are tracked in the goal field for regionalized operations and in the function field for instructional services.)
7. Use of property taxes allocated to the SELPA pursuant to *EC* Section 2572. (Property taxes allocated to the SELPA are tracked in the resource field and identified by a revenue code in the object field.)

Attachment II

SELPA: East San Gabriel Valley SELPA

Fiscal Year: 2023–24

Attachment II—Projected Special Education Revenue by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue funding sources allowed by the Individuals with Disabilities Education Act (IDEA). Information included in this table must be consistent with revenues identified in Section D, Table 1. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 1.

List	LEA Official Name (District, Charter, COE, JPA, *and* SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Azusa Unified School District	5,946,480	389,450	113,731	1,941,451	0	0	0	0	8,391,112
2	Baldwin Park Unified School District	9,407,729	627,356	0	3,501,773	0	0	0	0	13,536,858
3	Bassett Unified School District	2,513,800	166,352	0	810,129	0	0	0	0	3,490,281
4	Bonita Unified School District	8,961,226	547,033	0	2,064,105	0	0	0	0	11,572,364
5	Charter Oak Unified School District	3,861,542	253,583	0	1,249,571	0	0	0	0	5,364,696
6	Claremont Unified School District	5,540,815	365,695	0	1,575,881	0	0	0	0	7,482,391
7	Covina-Valley Unified School District	9,998,920	646,720	170,597	3,014,002	0	0	0	0	13,830,239
8	Glendora Unified School District	5,793,897	387,100	0	1,822,945	0	0	0	0	8,003,942

Attachment II

SELPA: East San Gabriel Valley SELPA

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List	LEA Official Name (District, Charter, COE, JPA, *and* SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
9	Walnut Valley Unified School District	11,146,226	726,861	0	1,947,209	0	0	0	0	13,820,296
10	West Covina Unified School District	6,990,612	458,265	0	1,929,314	0	0	0	0	9,378,191
11	San Jose Charter Academy	1,017,758	67,923	0	200,340	0	0	0	0	1,286,021
12	Opportunities for Learning-Baldwin Park	623,854	42,360	0	0	0	0	0	0	666,214
13	Options for Youth - San Bernardino	946,623	63,882	0	0	0	0	0	0	1,010,505
14	iQ Academy California - Los Angeles	1,103,989	74,370	0	323,317	0	0	0	0	1,501,676
15	California Virtual Academy @ Los Angeles	4,682,650	311,843	0	1,224,389	0	0	0	0	6,218,882
	Totals:	78,536,121	5,128,793	284,328	21,604,426	0	0	0	0	105,553,668

Attachment III

SELPA: East San Gabriel Valley SELPA

Fiscal Year: 2023–24

Attachment III—Projected Expenditures by Object Code by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education expenditures by LEA and object code as allowed by the IDEA. Information included in this table must be consistent with expenditures identified in Section D, Tables 2 . NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 2.

List	LEA Official Name (District, Charter, COE, JPA, *and* SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Azusa Unified School District	9,635,642	3,465,701	5,124,406	750,250	5,891,203	6,390	247,905	25,121,497
2	Baldwin Park Unified School District	16,474,037	5,872,158	10,988,716	1,017,492	5,115,226	0	89,567	39,557,196
3	Bassett Unified School District	2,956,273	1,179,215	1,577,978	895,210	766,504	0	615,053	7,990,233
4	Bonita Unified School District	10,242,471	4,856,106	5,957,363	814,994	4,539,879	3,794	1,329,670	27,744,277
5	Charter Oak Unified School District	5,597,576	2,635,630	3,109,755	291,429	3,106,095	0	108,730	14,849,215
6	Claremont Unified School District	8,830,445	4,802,456	5,759,593	534,476	6,732,808	30,000	7,022	26,696,800
7	Covina-Valley Unified School District	13,805,804	6,489,860	8,712,251	396,734	5,850,903	0	59,198	35,314,750
8	Glendora Unified School District	6,065,860	4,000,363	3,415,968	356,267	3,582,835	0	125,286	17,546,579
9	Walnut Valley Unified School District	8,753,776	3,977,961	5,937,679	1,682,027	5,303,019	6,000	413,291	26,073,753

Attachment III

SELPA: East San Gabriel Valley SELPA

Fiscal Year: 2023–24

List	LEA Official Name (District, Charter, COE, JPA, *and* SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
10	West Covina Unified School District	10,192,558	6,129,281	7,715,061	213,929	1,896,540	0	975,563	27,122,932
11	San Jose Charter Academy	657,533	343,068	337,888	18,017	380,577	0	0	1,737,083
12	Opportunities for Learning-Baldwin Park	140,228	0	20,623	288	505,075	0	0	666,214
13	Options for Youth - San Bernardino	404,497	134,491	78,156	101	638,773	0	0	1,256,018
14	iQ Academy California - Los Angeles	850,420	91,106	200,181	10,194	890,012	0	0	2,041,913
15	California Virtual Academy @ Los Angeles	2,499,034	349,403	720,093	127,431	4,527,647	0	0	8,223,608
	Totals:	97,106,154	44,326,799	59,655,711	7,108,839	49,727,096	46,184	3,971,285	261,942,068

Attachment IV

SELPA: East San Gabriel Valley SELPA

Fiscal Year: 2023–24

Attachment IV—Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue received by each funding source. Information provided must be consistent with revenues identified in Section D, Table 3. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 3.

List	LEA Official Name (District, Charter, COE, JPA, *and* SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Azusa Unified School District	2,055,182	9.39%	6,335,930	7.57%	16,730,385	8,391,112
2	Baldwin Park Unified School District	3,501,773	16.00%	10,035,085	11.99%	26,020,338	13,536,858
3	Bassett Unified School District	810,129	3.70%	2,680,152	3.20%	4,499,952	3,490,281
4	Bonita Unified School District	2,064,105	9.43%	9,508,259	11.36%	16,171,913	11,572,364
5	Charter Oak Unified School District	1,249,571	5.71%	4,115,125	4.92%	9,484,519	5,364,696
6	Claremont Unified School District	1,575,881	7.20%	5,906,510	7.06%	19,214,409	7,482,391
7	Covina-Valley Unified School District	3,184,599	14.55%	10,645,640	12.72%	21,484,511	13,830,239
8	Glendora Unified School District	1,822,945	8.33%	6,180,997	7.39%	9,542,637	8,003,942
9	Walnut Valley Unified School District	1,947,209	8.90%	11,873,087	14.19%	12,253,457	13,820,296

Attachment IV

SELPA: East San Gabriel Valley SELPA

Fiscal Year: 2023–24

List	LEA Official Name (District, Charter, COE, JPA, *and* SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
10	West Covina Unified School District	1,929,314	8.81%	7,448,877	8.90%	17,744,741	9,378,191
11	San Jose Charter Academy	200,340	0.92%	1,085,681	1.30%	451,062	1,286,021
12	Opportunities for Learning-Baldwin Park	0	0.00%	666,214	0.80%	0	666,214
13	Options for Youth - San Bernardino		0.00%	1,010,505	1.21%	245,513	1,010,505
14	iQ Academy California - Los Angeles	323,317	1.48%	1,178,359	1.41%	540,237	1,501,676
15	California Virtual Academy @ Los Angeles	1,224,389	5.59%	4,994,493	5.97%	2,004,726	6,218,882
	Totals:	21,888,754	100.00%	83,664,914	100.00%	156,388,400	105,553,668

Attachment V

SELPA: East San Gabriel Valley SELPA

Fiscal Year: 2023–24

Attachment V—Projected Expenditures by Local Educational Agency for Supplemental Aids and Services in the Regular Classroom for Students with Disabilities and Those Identified with Low Incidence Disabilities

Enter the revenue allocated to each LEA for supplemental aids and services (SAS) for those students with disabilities placed in the regular classroom setting and those who are identified with low incidence (LI) disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 5.

List	LEA Official Name (District, Charter, COE, JPA, *and* SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Azusa Unified School District	143,004	210,846
2	Baldwin Park Unified School District	456,509	168,325
3	Bassett Unified School District	5,445	63,847
4	Bonita Unified School District	0	139,303
5	Charter Oak Unified School District	19,656	81,260
6	Claremont Unified School District	23,000	132,684
7	Covina-Valley Unified School District	596,958	399,174
8	Glendora Unified School District	93,000	92,869
9	Walnut Valley Unified School District	188,591	136,401

Attachment V

SELPA: East San Gabriel Valley SELPA

Fiscal Year: 2023–24

List	LEA Official Name (District, Charter, COE, JPA, *and* SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
10	West Covina Unified School District	0	136,401
11	San Jose Charter Academy	0	17,413
12	Opportunities for Learning-Baldwin Park	0	0
13	Options for Youth - San Bernardino	0	5,804
14	iQ Academy California - Los Angeles	0	8,706
15	California Virtual Academy @ Los Angeles	0	89,967
	Totals:	1,526,163	1,683,000

Attachment VII

SELPA: East San Gabriel Valley SELPA

Fiscal Year: 2023–24

Attachment VII—Special Education Local Plan Area Membership Transfers and Mergers (to and from the SELPA)

Educational programs and services already in operation may not be transferred to another LEA unless all provisions of *EC* Section 56207 have been met by the SELPA as demonstrated by the completion and submission of Attachment VII. The effective date of the transfer must not be prior to the July 1 of the second fiscal year after the date the sending or receiving SELPA informed the other agency and the governing body of multiple LEA SELPAs or the responsible individual of single LEA SELPAs notified the other agency, unless both the sending and receiving SELPA unanimously agree the transfer date will take effect on the July 1 of the first fiscal year following the notification date.

LEA Name	Add or Delete Row	LEA Status	Impacted SELPA Name	Impacted District, Charter, or School Name	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Azusa Unified School District		N/A							
Baldwin Park Unified School District		N/A							
Bassett Unified School District		N/A							
Bonita Unified School District		N/A							
Charter Oak Unified School District		N/A							
Claremont Unified School District		N/A							
Covina-Valley Unified School District		N/A							
Glendora Unified School District		N/A							

Attachment VII

SELPA: East San Gabriel Valley SELPA

Fiscal Year: 2023–24

LEA Name	Add or Delete Row	LEA Status	Impacted SELPA Name	Impacted District, Charter, or School Name	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Walnut Valley Unified School District		N/A							
West Covina Unified School District		N/A							
San Jose Charter Academy		N/A							
Opportunities for Learning-Baldwin Park		N/A							
Options for Youth - San Bernardino		N/A							
iQ Academy California - Los Angeles		N/A							
California Virtual Academy @ Los Angeles		N/A							

Special Education Local Plan Area (SELPA) Local Plan

SELPA | East San Gabriel Valley SELPA | Fiscal Year | 2023–24

LOCAL PLAN

Section E: Annual Service Plan

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

2023–24 Local Plan Annual Submission

SELPA: East San Gabriel Valley SELPA

Fiscal Year: 2023–24

Local Plan Section E: Annual Service Plan

California *Education Code* (*EC*) sections 56205(b)(2) and (d); 56001; and 56195.9

The Local Plan Section E: Annual Service Plan must be adopted at a public hearing held by the SELPA. Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. Local Plan Section E: Annual Service Plan may be revised during any fiscal year according to the SELPA's process as established and specified in Section B: Governance and Administration portion of the Local Plan consistent with *EC* sections 56001(f) and 56195.9. Local Plan Section E: Annual Service Plan must include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location where the services are provided (Attachment VI), regardless of whether the LEA is participating in the Local Plan.

Services Included in the Local Plan Section E: Annual Service Plan

All entities and individuals providing related services shall meet the qualifications found in Title 34 of the *Code of Federal Regulations* (34 *CFR*) Section 300.156(b), Title 5 of the *California Code of Regulations* (5 *CCR*) 3001(r) and the applicable portions 3051 et. seq.; and shall be either employees of an LEA or county office of education (COE), employed under contract pursuant to *EC* sections 56365-56366, or employees, vendors or contractors of the State Departments of Health Care Services or State Hospitals, or any designated local public health or mental health agency. Services provided by individual LEAs and school sites are to be included in **Attachment VI**.

Include a description each service provided. If a service is not currently provided, please explain why it is not provided and how the SELPA will ensure students with disabilities will have access to the service should a need arise.

☑ 330–Specialized Academic Instruction/ Specially Designed Instruction

Provide a detailed description of the services to be provided under this code.

Adapting, as appropriate, to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.

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☑ 210–Family Training, Counseling, Home Visits (Ages 0-2 only)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development.

☐ 220–Medical (Ages 0-2 only)

☑ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Service is not currently delivered based on IFSP need. If needed, service will be provided.

☐ 230–Nutrition (Ages 0-2 only)

☑ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Service is not currently delivered based on IFSP need. If needed, service will be provided.

☑ 240–Service Coordination (Ages 0-2 only)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This service includes the coordination of special education and related services.

☑ 250–Special Instruction (Ages 0-2 only)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's Individual Family Service Plan (IFSP); providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance

the child's development.

☐ 260–Special Education Aide (Ages 0-2 only) ■ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Service is not currently delivered based on IFSP need. If needed, service will be provided.

☐ 270–Respite Care (Ages 0-2 only) ■ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Service is not currently delivered based on IFSP need. If needed, service will be provided. ESGV SELPA operates a program for solely low incidence infants only. The regional center, as our partner, provides respite care for families.

■ 340–Intensive Individual Instruction

Provide a detailed description of the services to be provided under this code.

Individualized Education Program (IEP) Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.

■ 350–Individual and Small Group Instruction

Provide a detailed description of the services to be provided under this code.

Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program.

■ 415–Speech and Language ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality,

pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic, or cultural factors are not included. Services include: specialized instruction and services, monitoring, reviewing, and consultation. Services may be direct or indirect including the use of a speech consultant.

☑ 425–Adapted Physical Education ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program.

☑ 435–Health and Nursing: Specialized Physical Health Care ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Health care services means those health services prescribed by the child's licensed physician and/or surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (CCR §3051.12(b)(1)(A)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing.

☑ 436–Health and Nursing: Other ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service. IEP-required health and nursing services are expected to supplement the regular health services program.

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☑ 445–Assistive Technology ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers.

☑ 450–Occupational Therapy ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services are provided, pursuant to an Individualized Education Program (IEP), by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.

☑ 460–Physical Therapy ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services are provided, pursuant to an Individualized Education Program (IEP), by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.

☑ 510–Individual Counseling

Provide a detailed description of the services to be provided under this code.

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.

☑ 515–Counseling and Guidance ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program.

☑ 520–Parent Counseling ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Individual or group counseling provided by a qualified individual pursuant to an Individualized Education Program (IEP) to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program.

☑ 525–Social Worker ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Services provided pursuant to an Individualized Education Program (IEP) by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a

child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program.

☑ 530–Psychological ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services, provided by a credentialed or licensed psychologist pursuant to an Individualized Education Program (IEP), include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. (CFR Part 300 §300.24). IEP-required psychological services are expected to supplement the regular guidance and counseling program.

☑ 535–Behavior Intervention ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment.

☐ 540–Day Treatment

☑ 545–Residential Treatment

Provide a detailed description of the services to be provided under this code.

A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program.

☑ 610–Specialized Service for Low Incidence Disabilities ☐ *Service is Not Currently Provided*

SELPA: East San Gabriel Valley SELPA Fiscal Year: 2023–24

Provide a detailed description of the services to be provided under this code.

Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's Individualized Education Program (IEP), including frequency and duration of the services to the student.

☑ 710–Specialized Deaf and Hard of Hearing ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included.

☑ 715–Interpreter ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student.

☑ 720–Audiological ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the Individualized Education Program (IEP) as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included.

☑ 725–Specialized Vision ☐ *Service is Not Currently Provided*

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Provide a detailed description of the services to be provided under this code.

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs, including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher.

☑ 730–Orientation and Mobility ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an Individualized Education Program (IEP).

☑ 735–Braille Transcription ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.

☑ 740–Specialized Orthopedic ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.

☑ 745–Reading ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any specialized assistance provided for students who are print-impaired, whether the impairment is the result of a visual disability, other physical disability, or reading disability. This may include but is not limited to, readers provided for examinations, textbooks, and other course related reading assignments and may also include recorded materials.

☒ 750–Note Taking ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student, transcription of tape-recorded information from a class, or aide designated to take notes. This does not include instruction in the process of learning how to take notes.

☒ 755–Transcription ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction.

☒ 760–Recreation Service, Including Therapeutic Recreation ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs.

☒ 820–College Awareness ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

The result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility and financial aid.

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☑ 830–Vocational Assessment, Counseling, Guidance, and Career Assessment ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.

☑ 840–Career Awareness ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Transition services include a provision in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. There is a need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.

☑ 850–Work Experience Education ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

☑ 855–Job Coaching ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

A service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled, and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.

☑ 860–Mentoring ☐ *Service is Not Currently Provided*

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Provide a detailed description of the services to be provided under this code.

Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement. The mentor offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal, as in planned, structured instruction, or informal that occurs naturally through friendship, counseling, and collegiality in a casual, unplanned way.

☐ 865–Agency Linkages (referral and placement)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Service is not currently delivered based on IFSP need. If needed, service will be provided.

☒ 870–Travel and Mobility Training

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Orientation and mobility services: (i) Means services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community.

☒ 890–Other Transition Services

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.

☒ 900–Other Related Service

Pursuant to Title 5 of the *California Code of Regulations* (5 *CCR*) 3051.24, "other related services" not identified in sections 5 *CCR* sections 3051.1 through 3051.23 must be provided only by staff who possess a license to perform the service issued by an entity within the Department of Consumer Affairs or another state licensing office; or by staff who hold an credential issued by the California Commission on Teacher Credentialing authorizing the service. If code 900 is used, include the information below. Users may select the "+" and "-" buttons to add or delete responses.

SELPA: East San Gabriel Valley SELPA

Fiscal Year: 2023–24

Description of the "Other Related Service"

These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.

Qualifications of the Provider Delivering "Other Related Service"

CDE approved Non-public Agency.

Description of the "Other Related Service"

Consultation and supervision for behavioral needs, provide behavior supervision/ training/BCBA consultation.

Qualifications of the Provider Delivering "Other Related Service"

Board Certified Behavioral Analyst

Description of the "Other Related Service"

Consultation/collaboration services between special education and general education instructors, consultation services provided by education specialists to general education teacher and/or special education teacher.

Qualifications of the Provider Delivering "Other Related Service"

Credentialed Education Specialist.

Description of the "Other Related Service"

Supplementary aides/services, additional aide support for behavior academics and/ or health related needs.

Qualifications of the Provider Delivering "Other Related Service"

Instructional assistant under supervision of credentialed education specialist.

Attachment VI—Specialized Academic Instruction (SAI)/Specially Designed Instruction (SDI) and Related Services

DATE: 1/5/2023

FISCAL YEAR: 2023-24

SELPA NAME: East San Gabriel Valley SELPA

Enter all special education Services provided by the SELPA's LEA membership and location (site) where they are provided. If code 900 is selected, the specific special education service must be defined in Local Plan Section E: Annual Service Plan. Licensing, certification, and provider qualifications for each identified service must be in accordance with law (see the Local Plan Guidance Document for more information). Attachment VI must be included with each Local Plan Section E: Annual Service Plan submission to the California Department of Education (CDE).

For each LEA school/site name identified in "Column A," place an "x" in the corresponding instructional and/or rel

CDE Official Local Education Agency Name	School or Site Name	Enrollment for School or Site (CALPADS 1.17A for 2022-23)	Charter School Number (If Applicable)	100	110	120	130	200	210	220	230	240	250	260	270	280	290	300	310	320	330	340	350	360	370	380	390	400	410	420	430	440	450	460	470	480	490	500	510	520	530	540	550	560	570	580	590	600	610	620	630	640	650	660	670	680	690
Azusa USD	Almansor Center	ESGNPSA6934152		Y										Y							Y	Y																																					Y							Y
Azusa USD	Azusa High	19642781930528		Y								Y		Y	Y					Y	Y							Y			Y	Y			Y	Y	Y	Y	Y	Y	Y	Y															Y	Y	Y							Y
Azusa USD	Canyon View School NPS	19643297061268		Y								Y		Y	Y				Y	Y			Y	Y																																					Y		Y					Y	Y
Azusa USD	Center Middle School	19642796011225		Y										Y					Y	Y			Y																																										Y	
Azusa USD	Dalton Elementary	19642796011274		Y								Y		Y					Y	Y			Y																																											
Azusa USD	Ellington Elementary	19642796011217		Y								Y		Y	Y	Y	Y		Y	Y			Y																																											
Azusa USD	Foothill Middle School	19642796011258		Y								Y		Y	Y				Y	Y			Y																																											
Azusa USD	Gladstone High	19642791933449		Y								Y		Y	Y				Y			Y	Y																																										Y					Y	Y	Y	Y					Y
Azusa USD	Hodge Elementary	19642796011340		Y								Y		Y	Y				Y	Y			Y																																											
Azusa USD	Home and Hospital - Azusa USD	19642791964279		Y										Y					Y	Y	Y	Y					Y	Y																																						
Azusa USD	Joan Macy School NPS	19643297066079		Y										Y						Y		Y	Y					Y																																					
Azusa USD	Lee Elementary	19642796011233		Y								Y		Y	Y			Y		Y	Y																																													
Azusa USD	Leroy Haynes Center NPS	19643297077811		Y								Y		Y	Y				Y	Y								Y																																						
Azusa USD	Longfellow Elementary	19642796011282		Y								Y		Y							Y	Y																																											
Azusa USD	Magnolia Elementary	19642796011290		Y										Y								Y																																										
Azusa USD	Magnolia Transition	19642796011290		Y								Y		Y	Y				Y			Y																																											
Azusa USD	Murray Elementary	19642796011241		Y								Y		Y	Y			Y		Y	Y																																												
Azusa USD	New Haven Youth & Family Services	ESGNPSA7072713		Y								Y		Y								Y	Y	Y				Y																																				
Azusa USD	Paramount Elementary	19642796011316		Y								Y		Y	Y					Y	Y																																											
Azusa USD	Powell Elementary	19642796011357		Y										Y	Y					Y	Y																																										
Azusa USD	Sierra High	19642791931765		Y										Y					Y			Y																																										
Azusa USD	Slauson Middle School	19642796011324		Y										Y						Y		Y																																										
Azusa USD	Spectrum Center Schools and Programs	ESGNPSA0125104		Y										Y						Y		Y	Y																																										
Azusa USD	St. Louise De Marillac Elementary	19643786964183		Y																																																											
Azusa USD	Stone Ridge Academy (Formerly Quest Aca	19643787094436		Y								Y		Y	Y					Y		Y	Y					Y			Y	Y																															Y	
Azusa USD	Valleydale Elementary	19642796011332		Y								Y		Y	Y				Y	Y	Y	Y	Y					Y	Y		Y	Y	Y	Y	Y			Y																								
Azusa USD	Vía Esperanza	ESGNPSA6936199		Y								Y		Y	Y				Y	Y								Y																																					Y	
Baldwin Park USD	Almansor Center	ESGNPSA6934152		Y								Y		Y						Y		Y	Y																																										

| CDS Code | School Name | Charter School Number (Blank unless Charter School) | Magnet School (Y/N) | Ac | 7th | 8th | 9th | 10th | 11th | 12th | Un | Ad | Ag | Ar | Art | Bi | Bu | Ch | Co | Dr | Ec | En | Fi | Fo | Fr | Ge | Gr | He | Ho | Ja | Ma | Me | Mu | Ph | Ph | Pl | Po | Pr | Ps | Re | Sc | Sp | Sp | Sp

| SPE Charter Name | School Name | School Number | Charter Number | 001 | 002 | 003 | 004 | 005 | 006 | 007 | 008 | 009 | 010 | 011 | 012 | 013 | 014 | 015 | 016 | 017 | 018 | 019 | 020 | 021 | 022 | 023 | 024 | 025 | 026 | 027 | 028 | 029 | 030 | 031 | 032 | 033 | 034 | 035 | 036 | 037 | 038 | 039 | 040 | 041 | 042 | 043 | 044 | 045 | 046 | 047 | 048 | 049 | 050 | 051 | 052 | 053 | 054 | 055 | 056 | 057 | 058 | 059 | 060 | 061 | 062 | 063 | 064 | 065 | 066 | 067 | 068 | 069 | 070 | 071 | 072 | 073 | 074 | 075 | 076 | 077 | 078 | 079 | 080 | 081 | 082 | 083 | 084 | 085 | 086 | 087 | 088 | 089 | 090 | 091 | 092 | 093 | 094 | 095 | 096 | 097 | 098 | 099 | 100 |
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| Charter Oak USD | Home and Hospital - Charter Oak | 19643781964378 | | Y | | | | | | | | | Y | | | Y | | | | | | Y | | | Y | Y | | | | | | | | |

| CDE Office Use Only | District of the Event | County-District-School (CDS) Code | Charter Number (Use Only If Applicable) | K-12 | 210 | 220 | 230 | 310 | 320 | 330 | 340 | 350 | 360 | 370 | 380 | 390 | 400 | 410 | 420 | 430 | 440 | 450 | 460 | 470 | 480 | 490 | 500 | 510 | 520 | 530 | 540 | 550 | 560 | 570 | 580 | 590 | 600 | 610 | 620 | 630 | 640 | 650 | 660 | 670 | 680 | 690 | 700 | 710 | 720 | 730 | 740 | 750 | 760 | 770 | 780 | 790 | 800 | 810 | 820 | 830 | 840 | 850 | 860 | 870 | 880 | 890 | 900 | 910 | 920 | 930 | 940 | 950 | 960 | 970 | 980 | 990 | 1000 |
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| CDE Official Certification Award Name | School Site Name | County-District-School (CDS) Code | Charter Number (if Applicable) | 2a | 2b | 2c | 3a | 3b | 3c | 3d | 3e | 3f | 3g | 3h | 4a | 4b | 4c | 4d | 4e | 4f | 4g | 4h | 5a | 5b | 5c | 5d | 5e | 5f | 5g | 5h | 6a | 6b | 6c | 6d | 6e | 6f | 6g | 6h | 7a | 7b | 7c | 7d | 7e | 7f | 7g | 7h | 8a | 8b | 8c | 8d | 8e | 8f | 8g | 8h | 9a | 9b | 9c | 9d | 9e | 9f | 9g | 9h | 10a | 10b | 10c | 10d | 10e | 10f | 10g | 10h | 11a | 11b | 11c | 11d | 11e | 11f | 11g | 11h | 12a | 12b | 12c | 12d | 12e | 12f | 12g | 12h | 13a | 13b | 13c | 13d | 13e | 13f | 13g | 13h | 14a | 14b | 14c | 14d | 14e | 14f | 14g | 14h | 15a | 15b | 15c | 15d | 15e | 15f | 15g | 15h | 16a | 16b | 16c | 16d | 16e | 16f | 16g | 16h | 17a | 17b | 17c | 17d | 17e | 17f | 17g | 17h | 18a | 18b | 18c | 18d | 18e | 18f | 18g | 18h | 19a | 19b | 19c | 19d | 19e | 19f | 19g | 19h | 20a | 20b | 20c | 20d | 20e | 20f | 20g | 20h | 21a | 21b | 21c | 21d | 21e | 21f | 21g | 21h | 22a | 22b | 22c | 22d | 22e | 22f | 22g | 22h | 23a | 23b | 23c | 23d | 23e | 23f | 23g | 23h | 24a | 24b | 24c | 24d | 24e | 24f | 24g | 24h | 25a | 25b | 25c | 25d | 25e | 25f | 25g | 25h | 26a | 26b | 26c | 26d | 26e | 26f | 26g | 26h | 27a | 27b | 27c | 27d | 27e | 27f | 27g | 27h | 28a | 28b | 28c | 28d | 28e | 28f | 28g | 28h | 29a | 29b | 29c | 29d | 29e | 29f | 29g | 29h | 30a | 30b | 30c | 30d | 30e | 30f | 30g | 30h | 31a | 31b | 31c | 31d | 31e | 31f | 31g | 31h | 32a | 32b | 32c | 32d | 32e | 32f | 32g | 32h | 33a | 33b | 33c | 33d | 33e | 33f | 33g | 33h | 34a | 34b | 34c | 34d | 34e | 34f | 34g | 34h | 35a | 35b | 35c | 35d | 35e | 35f | 35g | 35h | 36a | 36b | 36c | 36d | 36e | 36f | 36g | 36h | 37a | 37b | 37c | 37d | 37e | 37f | 37g | 37h | 38a | 38b | 38c | 38d | 38e | 38f | 38g | 38h | 39a | 39b | 39c | 39d | 39e | 39f | 39g | 39h | 40a | 40b | 40c | 40d | 40e | 40f | 40g | 40h | 41a | 41b | 41c | 41d | 41e | 41f | 41g | 41h | 42a | 42b | 42c | 42d | 42e | 42f | 42g | 42h | 43a | 43b | 43c | 43d | 43e | 43f | 43g | 43h | 44a | 44b | 44c | 44d | 44e | 44f | 44g | 44h | 45a | 45b | 45c | 45d | 45e | 45f | 45g | 45h | 46a | 46b | 46c | 46d | 46e | 46f | 46g | 46h | 47a | 47b | 47c | 47d | 47e | 47f | 47g | 47h | 48a | 48b | 48c | 48d | 48e | 48f | 48g | 48h | 49a | 49b | 49c | 49d | 49e | 49f | 49g | 49h | 50a | 50b | 50c | 50d | 50e | 50f | 50g | 50h | 51a | 51b | 51c | 51d | 51e | 51f | 51g | 51h | 52a | 52b | 52c | 52d | 52e | 52f | 52g | 52h | 53a | 53b | 53c | 53d | 53e | 53f | 53g | 53h | 54a | 54b | 54c | 54d | 54e | 54f | 54g | 54h | 55a | 55b | 55c | 55d | 55e | 55f | 55g | 55h | 56a | 56b | 56c | 56d | 56e | 56f | 56g | 56h | 57a | 57b | 57c | 57d | 57e | 57f | 57g | 57h | 58a | 58b | 58c | 58d | 58e | 58f | 58g | 58h | 59a | 59b | 59c | 59d | 59e | 59f | 59g | 59h | 60a | 60b | 60c | 60d | 60e | 60f | 60g | 60h | 61a | 61b | 61c | 61d | 61e | 61f | 61g | 61h | 62a | 62b | 62c | 62d | 62e | 62f | 62g | 62h | 63a | 63b | 63c | 63d | 63e | 63f | 63g | 63h | 64a | 64b | 64c | 64d | 64e | 64f | 64g | 64h | 65a | 65b | 65c | 65d | 65e | 65f | 65g | 65h | 66a | 66b | 66c | 66d | 66e | 66f | 66g | 66h | 67a | 67b | 67c | 67d | 67e | 67f | 67g | 67h | 68a | 68b | 68c | 68d | 68e | 68f | 68g | 68h | 69a | 69b | 69c | 69d | 69e | 69f | 69g | 69h | 70a | 70b | 70c | 70d | 70e | 70f | 70g | 70h | 71a | 71b | 71c | 71d | 71e | 71f | 71g | 71h | 72a | 72b | 72c | 72d | 72e | 72f | 72g | 72h | 73a | 73b | 73c | 73d | 73e | 73f | 73g | 73h | 74a | 74b | 74c | 74d | 74e | 74f | 74g | 74h | 75a | 75b | 75c | 75d | 75e | 75f | 75g | 75h | 76a | 76b | 76c | 76d | 76e | 76f | 76g | 76h | 77a | 77b | 77c | 77d | 77e | 77f | 77g | 77h | 78a | 78b | 78c | 78d | 78e | 78f | 78g | 78h | 79a | 79b | 79c | 79d | 79e | 79f | 79g | 79h | 80a | 80b | 80c | 80d | 80e | 80f | 80g | 80h | 81a | 81b | 81c | 81d | 81e | 81f | 81g | 81h | 82a | 82b | 82c | 82d | 82e | 82f | 82g | 82h | 83a | 83b | 83c | 83d | 83e | 83f | 83g | 83h | 84a | 84b | 84c | 84d | 84e | 84f | 84g | 84h | 85a | 85b | 85c | 85d | 85e | 85f | 85g | 85h | 86a | 86b | 86c | 86d | 86e | 86f | 86g | 86h | 87a | 87b | 87c | 87d | 87e | 87f | 87g | 87h | 88a | 88b | 88c | 88d | 88e | 88f | 88g | 88h | 89a | 89b | 89c | 89d | 89e | 89f | 89g | 89h | 90a | 90b | 90c | 90d | 90e | 90f | 90g | 90h | 91a | 91b | 91c | 91d | 91e | 91f | 91g | 91h | 92a | 92b | 92c | 92d | 92e | 92f | 92g | 92h | 93a | 93b | 93c | 93d | 93e | 93f | 93g | 93h | 94a | 94b | 94c | 94d | 94e | 94f | 94g | 94h | 95a | 95b | 95c | 95d | 95e | 95f | 95g | 95h | 96a | 96b | 96c | 96d | 96e | 96f | 96g | 96h | 97a | 97b | 97c | 97d | 97e | 97f | 97g | 97h | 98a | 98b | 98c | 98d | 98e | 98f | 98g | 98h | 99a | 99b | 99c | 99d | 99e | 99f | 99g | 99h | 100a | 100b | 100c | 100d | 100e | 100f | 100g | 100h | 101a | 101b | 101c | 101d | 101e | 101f | 101g | 101h | 102a | 102b | 102c | 102d | 102e | 102f | 102g | 102h | 103a | 103b | 103c | 103d | 103e | 103f | 103g | 103h | 104a | 104b | 104c | 104d | 104e | 104f | 104g | 104h | 105a | 105b | 105c | 105d | 105e | 105f | 105g | 105h | 106a | 106b | 106c | 106d | 106e | 106f | 106g | 106h | 107a | 107b | 107c | 107d | 107e | 107f | 107g | 107h | 108a | 108b | 108c | 108d | 108e | 108f | 108g | 108h | 109a | 109b | 109c | 109d | 109e | 109f | 109g | 109h | 110a | 110b | 110c | 110d | 110e | 110f | 110g | 110h | 111a | 111b | 111c | 111d | 111e | 111f | 111g | 111h | 112a | 112b | 112c | 112d | 112e | 112f | 112g | 112h | 113a | 113b | 113c | 113d | 113e | 113f | 113g | 113h | 114a | 114b | 114c | 114d | 114e | 114f | 114g | 114h | 115a | 115b | 115c | 115d | 115e | 115f | 115g | 115h | 116a | 116b | 116c | 116d | 116e | 116f | 116g | 116h | 117a | 117b | 117c | 117d | 117e | 117f | 117g | 117h | 118a | 118b | 118c | 118d | 118e | 118f | 118g | 118h | 119a | 119b | 119c | 119d | 119e | 119f | 119g | 119h | 120a | 120b | 120c | 120d | 120e | 120f | 120g | 120h | 121a | 121b | 121c | 121d | 121e | 121f | 121g | 121h | 122a | 122b | 122c | 122d | 122e | 122f | 122g | 122h | 123a | 123b | 123c | 123d | 123e | 123f | 123g | 123h | 124a | 124b | 124c | 124d | 124e | 124f | 124g | 124h | 125a | 125b | 125c | 125d | 125e | 125f | 125g | 125h | 126a | 126b | 126c | 126d | 126e | 126f | 126g | 126h | 127a | 127b | 127c | 127d | 127e | 127f | 127g | 127h | 128a | 128b | 128c | 128d | 128e | 128f | 128g | 128h | 129a | 129b | 129c | 129d | 129e | 129f | 129g | 129h | 130a | 130b | 130c | 130d | 130e | 130f | 130g | 130h | 131a | 131b | 131c | 131d | 131e | 131f | 131g | 131h | 132a | 132b | 132c | 132d | 132e | 132f | 132g | 132h | 133a | 133b | 133c | 133d | 133e | 133f | 133g | 133h | 134a | 134b | 134c | 134d | 134e | 134f | 134g | 134h | 135a | 135b | 135c | 135d | 135e | 135f | 135g | 135h | 136a | 136b | 136c | 136d | 136e | 136f | 136g | 136h | 137a | 137b | 137c | 137d | 137e | 137f | 137g | 137h | 138a | 138b | 138c | 138d | 138e | 138f | 138g | 138h | 139a | 139b | 139c | 139d | 139e | 139f | 139g | 139h | 140a | 140b | 140c | 140d | 140e | 140f | 140g | 140h | 141a | 141b | 141c | 141d | 141e | 141f | 141g | 141h | 142a | 142b | 142c | 142d | 142e | 142f | 142g | 142h | 143a | 143b | 143c | 143d | 143e | 143f | 143g | 143h | 144a | 144b | 144c | 144d | 144e | 144f | 144g | 144h | 145a | 145b | 145c | 145d | 145e | 145f | 145g | 145h | 146a | 146b | 146c | 146d | 146e | 146f | 146g | 146h | 147a | 147b | 147c | 147d | 147e | 147f | 147g | 147h | 148a | 148b | 148c | 148d | 148e | 148f | 148g | 148h | 149a | 149b | 149c | 149d | 149e | 149f | 149g | 149h | 150a | 150b | 150c | 150d | 150e | 150f | 150g | 150h | 151a | 151b | 151c | 151d | 151e | 151f | 151g | 151h | 152a | 152b | 152c | 152d | 152e | 152f | 152g | 152h | 153a | 153b | 153c | 153d | 153e | 153f | 153g | 153h | 154a | 154b | 154c | 154d | 154e | 154f | 154g | 154h | 155a | 155b | 155c | 155d | 155e | 155f | 155g | 155h | 156a | 156b | 156c | 156d | 156e | 156f | 156g | 156h | 157a | 157b | 157c | 157d | 157e | 157f | 157g | 157h | 158a | 158b | 158c | 158d | 158e | 158f | 158g | 158h | 159a | 159b | 159c | 159d | 159e | 159f | 159g | 159h | 160a | 160b | 160c | 160d | 160e | 160f | 160g | 160h | 161a | 161b | 161c | 161d | 161e | 161f | 161g | 161h | 162a | 162b | 162c | 162d | 162e | 162f | 162g | 162h | 163a | 163b | 163c | 163d | 163e | 163f | 163g | 163h | 164a | 164b | 164c | 164d | 164e | 164f | 164g | 164h | 165a | 165b | 165c | 165d | 165e | 165f | 165g | 165h | 166a | 166b | 166c | 166d | 166e | 166f | 166g | 166h | 167a | 167b | 167c | 167d | 167e | 167f | 167g | 167h | 168a | 168b | 168c | 168d | 168e | 168f | 168g | 168h | 169a | 169b | 169c | 169d | 169e | 169f | 169g | 169h | 170a | 170b | 170c | 170d | 170e | 170f | 170g | 170h | 171a | 171b | 171c | 171d | 171e | 171f | 171g | 171h | 172a | 172b | 172c | 172d | 172e | 172f | 172g | 172h | 173a | 173b | 173c | 173d | 173e | 173f | 173g | 173h | 174a | 174b | 174c | 174d | 174e | 174f | 174g | 174h | 175a | 175b | 175c | 175d | 175e | 175f | 175g | 175h | 176a | 176b | 176c | 176d | 176e | 176f | 176g | 176h | 177a | 177b | 177c | 177d | 177e | 177f | 177g | 177h | 178a | 178b | 178c | 178d | 178e | 178f | 178g | 178h | 179a | 179b | 179c | 179d | 179e | 179f | 179g | 179h | 180a | 180b | 180c | 180d | 180e | 180f | 180g | 180h | 181a | 181b | 181c | 181d | 181e | 181f | 181g | 181h | 182a | 182b | 182c | 182d | 182e | 182f | 182g | 182h | 183a | 183b | 183c | 183d | 183e | 183f | 183g | 183h | 184a | 184b | 184c | 184d | 184e | 184f | 184g | 184h | 185a | 185b | 185c | 185d | 185e | 185f | 185g | 185h | 186a | 186b | 186c | 186d | 186e | 186f | 186g | 186h | 187a | 187b | 187c | 187d | 187e | 187f | 187g | 187h | 188a | 188b | 188c | 188d | 188e | 188f | 188g | 188h | 189a | 189b | 189c | 189d | 189e | 189f | 189g | 189h | 190a | 190b | 190c | 190d | 190e | 190f | 190g | 190h | 191a | 191b | 191c | 191d | 191e | 191f | 191g | 191h | 192a | 192b | 192c | 192d | 192e | 192f | 192g | 192h | 193a | 193b | 193c | 193d | 193e | 193f | 193g | 193h | 194a | 194b | 194c | 194d | 194e | 194f | 194g | 194h | 195a | 195b | 195c | 195d | 195e | 195f | 195g | 195h | 196a | 196b | 196c | 196d | 196e | 196f | 196g | 196h | 197a | 197b | 197c | 197d | 197e | 197f | 197g | 197h | 198a | 198b | 198c | 198d | 198e | 198f | 198g | 198h | 199a | 199b | 199c | 199d | 199e | 199f | 199g | 199h | 200a | 200b | 200c | 200d | 200e | 200f | 200g | 200h |
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| LEA Official Authorizer/Charity Name | School Name | County-District-School (CDS) Code | Charter School Number (if applicable) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
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| LEA (District) Name | School Site Name | Common Core State School Code | Charter School Number | 100 | 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 | 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 | 121 | 122 | 123 | 124 | 125 | 126 | 127 | 128 | 129 | 130 | 131 | 132 | 133 | 134 | 135 | 136 | 137 | 138 | 139 | 140 | 141 | 142 | 143 | 144 | 145 | 146 | 147 | 148 | 149 | 150 | 151 | 152 | 153 | 154 | 155 | 156 | 157 | 158 | 159 | 160 | 161 | 162 | 163 | 164 | 165 | 166 | 167 | 168 | 169 | 170 | 171 | 172 | 173 | 174 | 175 | 176 | 177 | 178 | 179 | 180 | 181 | 182 | 183 | 184 | 185 | 186 | 187 | 188 | 189 | 190 | 191 | 192 | 193 | 194 | 195 | 196 | 197 | 198 | 199 | 200 |
|---|---|---

APPROVED

TO: IQ ACADEMY CALIFORNIA- LOS ANGELES GOVERNING BOARD

BOARD REPORT #09

VIA: IQ ACADEMY STAFF
September 13, 2023

SUBJECT: Consolidated Application

PROPOSAL: It is proposed that the Governing Board of iQ Academy California- Los Angeles approve the application for federal categorical funds through the Consolidated Application, 2023-24 Application for Funding.

BACKGROUND: By submitting the Consolidated Application (Con App) to the California Department of Education, iQ Academy California- Los Angeles 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 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:** Casey Robinson **Date:** _9/13/2023_____

Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Brian Huff	X					X
Dr. Julie Mendoza	X				X	
Ben Pace	X					

2023–24 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/ca21assurancestoc.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	08/01/2023

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.

2023–24 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:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

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	08/01/2023
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
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.

2023–24 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	06/03/2023
Authorized Representative's Full Name	Nick Stecken
Authorized Representative's Title	Head of School

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.

2023–24 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	No

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. 1111et 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	No
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.

TO: IQ ACADEMY CALIFORNIA- LOS ANGELES GOVERNING BOARD

BOARD REPORT #03

APPROVED

VIA: IQ ACADEMY STAFF
September 13, 2023

SUBJECT: 2023-2024 Employment Agreements and Terminations

PROPOSAL:
It is proposed that the Governing Board of the iQ Academy California- Los Angeles ratify the following 2023-2024 Employment Agreements and Terminations.

BACKGROUND:
iQ Academy California- Los Angeles offered contracts to teachers to meet the enrollment demands of the 2023-2024 school year.

New Hires:

Last Name	First Name	Title	FTE
Herrera	Elizabeth	Education Specialist, K5	1.0
Ebner	Aviva	Principal, Elementary	0.0
Thomson	Danielle	Roving Substitute	0.0
Barrial	Henry	Roving Substitute	0.0
Cadenas	Caroline	Roving Substitute	0.0
Cooper	Clatrina	Teacher, Elementary	1.0
Valenzuela	Kimberly	Teacher, Elementary	1.0
Nguyen-Motakef	Kelly	Teacher, Elementary	1.0
Lopresti	Shaelyn	Teacher, Elementary, Transitional Kindergarten	1.0
Wright	Lauren	Teacher, High School	1.0
Nunes	Jordon	Teacher, High School	1.0
Sena-Margason	Sonya	Teacher, High School	1.0
Alvarez	Sabina	Teacher, High School	1.0
St John	Kristen	Teacher, High School	1.0
Shellito	Tayler	Teacher, Middle School	1.0
Wise	Ruth	Teacher, Middle School	1.0
Tonk	Jenna	Teacher, Middle School	1.0

Terminations/Resignations:

Last Name	First Name	Title	FTE
1) Terrazas	Janine	Academic Administrator	0.0
2) Herrera	Elizabeth	Education Specialist, K5	1.0
3) Calder	Chloe	Education Specialist, K8	1.0
4) Barrial	Henry	Roving Substitute	0.0
5) Thomson	Danielle	Roving Substitute	0.0
6) Chambers	Latanja	Roving Substitute	0.0

7) Sadeghi	Sassan	Teacher, High School	1.0
8) Gano	Jennifer	Teacher, High School	1.0
9) Hollis	Daniel	Teacher, K8	1.0
10) DeCecchis	Josie	Teacher, K8	1.0
11) Gilmer	Deborah	Teacher, K8	1.0
12) Clinkinbeard	Christine	Teacher, K8	1.0
13) Polston	Halie	Teacher, K8	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 2023-2024 Employment Agreements and Terminations
2. Authorize Designee of Board of Directors to sign the 2023-2024 Employment Agreements on behalf of IQ Academy California- Los Angeles.

RESPECTFULLY SUBMITTED:
Nicholas Stecken
Head of School

PREPARED BY:

Casey Robinson
Human Resources Administrator

PRESENTED BY:

Casey Robinson
Human Resources Administrator

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes___ **Witnessed:** Casey Robinson **Date:** _9/13/2023_____

Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Brian Huff	X					X
Dr. Julie Mendoza	X					
Ben Pace	X				X	

TO: IQ ACADEMY CALIFORNIA- LOS ANGELES GOVERNING BOARD

BOARD REPORT #04

APPROVED

VIA: IQ ACADEMY STAFF
September 13th, 2023

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:
Nick Stecken
Head of School

PREPARED BY:

Casey Robinson
Human Resources Administrator

PRESENTED BY:

Casey Robinson
Human Resources Administrator

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes___ **Witnessed:** Casey Robinson **Date:** _9/13/2023_____

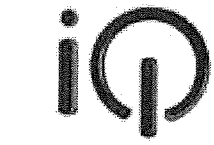
Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Brian Huff	X				X	
Dr. Julie Mendoza	X					X
Ben Pace	X					

Below are the titles that have changed between the old handbook and the new version.
iQ has added the following new policies or made the following changes to existing policies.

- New - Remote Work/Telecommuting
- New - Email and Signature Blocks
- New - Virtual Teaching Protocol
- New - SharePoint
- Bereavement Leave - Updated to meet new State requirements.
- Holiday – Added Juneteenth (June 19th)

Insperity POLICY NAME (old)	**Handbook Policy Name (New)**
CONTINUATION OF BENEFITS	Covered in FMLA Policy
AT-WILL EMPLOYMENT	About This Handbook/Disclaimer
CHANGE IN POLICY	About This Handbook/Disclaimer
ACCOMMODATION OF DISABILITIES	Reasonable Accommodations & Interactive Dialogue
ROMANTIC RELATIONSHIPS	Hiring Relatives/Employee Relationships
EMPLOYMENT VERIFICATIONS	Insperity Online Services
INSPERITY ONLINE SERVICES	INSPERITY ONLINE SERVICES
JURY DUTY AND WITNESS LEAVE	Jury Duty
LACTATION ACCOMMODATION	Lactation Breaks
MILITARY LEAVE OF ABSENCE	Military Leave
ANTI-HARASSMENT	Non-Harassment
OVERTIME FOR NONEXEMPT EMPLOYEES	Overtime
WIRELESS COMMUNICATION DEVICE USE GUIDELINES	Personal and Company-Provided Portable Communication Devices
PERSONAL LEAVE OF ABSENCE	Personal Leave
ABSENTEEISM AND TARDINESS	Punctuality & Attendance
EXEMPT EMPLOYEE REDUCTION OF SALARY	Safe Harbor Policy for Exempt Employees
TOBACCO-FREE WORKPLACE	Smoking
INTERNET CODE OF CONDUCT	Use of Communications and Computer Systems
WORKPLACE ACCIDENTS AND WORKERS' COMPENSATION INSURANCE	Workers' Compensation
HOURS OF OPERATION	Working Hours and Schedule
GUIDELINES FOR APPROPRIATE CONDUCT	Workplace Conduct
VIOLENCE IN THE WORKPLACE	Workplace Violence
WEAPONS	Workplace Violence
PERSONNEL FILES	Your Employment Records
ERROR IN PAY	Your Paycheck
PAY PRACTICES	Your Paycheck

iQ Academy California Employee Handbook



ACADEMY CALIFORNIA
Los Angeles℠

September 01, 2023

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 Head of School 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 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 Head of School.

This handbook is subject to the terms of any applicable collective bargaining agreement.

This employee handbook is designed to be a resource for all iQ Academy California employees and contains the employment policies and practices in effect at the time of publication. 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 California, the applicable CBA shall be controlling.

This handbook supersedes all prior handbooks.

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Section 1 - WELCOME

1-1. WELCOME TO IQ ACADEMY OF CALIFORNIA – LOS ANGELES (IQLA)

It is our pleasure to welcome you to iQ Academy California - Los Angeles - an online public charter school funded by state tax dollars! We serve students in grades K-12. 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 California is a public school, it is unique because 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.

Our school is governed by 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 has entered into a management contract with K12 Inc., a Virginia based education curriculum.

If you have any questions or concerns throughout the school year, please contact the iQ Academy California office and we will direct your call to the appropriate member of our Administration team. Our School office contact information is as follows:

iQ Academy California - Los Angles

50 Moreland Road

Simi Valley, California 93065

https://losangeles.iqacademy.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

IQLA 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/Central_Office. 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.

SCHOOL MISSION

Believing that all students deserve access to an education which prepares them for a successful future, IQ Academy California - Los Angeles will provide high-quality, technology-enabled learning programs and innovative teaching methods to students in California. iQ Academy, California - Los Angeles online learning instructional model engages 21st century learning skills in order to create self-motivated, competent, globally connected, life-long learners who participate effectively in society. Students achieve their individual potential through innovative, flexible, socially connected, and student-focused education.

HISTORY

iQ Academy of California – Los Angeles (IQLA) is a quality, WASC-accredited online charter school that offers innovative use of technology, a rigorous curriculum from K12, personalized learning plans for each student, and accommodations to foster different learning styles. iQ Academy of California opened in the fall of 2010 serving students in Los Angeles, Orange, Kern, San Bernardino, and Ventura counties. Our school office 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 IQLA 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 TO HANDBOOK

For employees who are commencing employment with iQ Academy California ("iQ Academy California" or "the School"), on behalf of iQ Academy 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 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.

iQ Academy California and Insperity are in a co-employment work relationship. This means that iQ Academy California handles the day-to-day operations related to its core business. Insperity handles the administrative responsibilities, such as payroll processing and benefits, and supports the company with human resource issues.

You should have already signed an Employment Agreement outlining your employment relationship with Insperity. Contact your supervisor or an Insperity payroll or human resource specialist if you have any questions.

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 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 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. ANTI-BULLYING

iQ Academy California and Insperity are 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, the School and Insperity will promptly take any necessary and appropriate disciplinary action.

iQ Academy California and Insperity 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 human resources department is encouraged as a first step. If your problem is not resolved after discussing with your supervisor or human resources department, you are encouraged to request a meeting with an Insperity human resource specialist. In an effort to resolve the problem, the Insperity human resource specialist will consider the facts and may conduct an investigation.

Additionally, iQ Academy 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 Anti-Harassment policy.

2-3. ANTI-HARASSMENT

iQ Academy California and Insperity are committed to a work environment in which all individuals are treated with respect and dignity and are free from all forms of harassment and discrimination. Any form of harassment, even when not unlawful or directed at a protected category, is prohibited and will not be tolerated. All employees, including supervisors, co-workers, vendors, contractors, customers or other third parties, are expected to adhere to this policy.

Reported or suspected occurrences of harassment or discrimination will be promptly and thoroughly investigated. Following an investigation, iQ Academy California and Insperity will promptly take any necessary and appropriate disciplinary action.

iQ Academy California and Insperity will not permit or condone any acts of retaliation against anyone who files or cooperates in the investigation of harassment or discrimination complaints.

The term "harassment" includes harassment based on any category protected by federal, state or local law, which may include, but is not limited to, unwelcome slurs, jokes, or verbal, graphic or physical conduct relating to an individual's race (including hair texture and hairstyles), color, religious creed, sex, national origin, ancestry, citizenship status, pregnancy, childbirth, physical disability, mental and/or intellectual disability, age, military status or status as a Vietnam-era or special disabled veteran, marital status, registered domestic partner or civil union status, familial status, gender (including sex stereotyping and gender identity or expression), medical condition (including, but not limited to, cancer related or HIV/AIDS related), genetic information, or sexual orientation.

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature where:

1. Submission to such conduct is an explicit or implicit term or condition of employment;
2. Employment decisions are based on an employee's submission to or rejection of such conduct; or
3. Such conduct unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

Complaint Procedure

iQ Academy California and Insperity provide you 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 is encouraged to immediately inform the alleged offender that the behavior is unwelcome. In many instances, the person is unaware their conduct is offensive and this action alone may often resolve the problem. If the informal discussion with the alleged offender is unsuccessful in remedying the problem, or if you do not feel comfortable with such an approach, you should immediately report the conduct to your immediate supervisor, manager or Head of School and the Insperity Anti-Harassment Hotline number at 844-677-3030. We cannot resolve a harassment or discrimination problem, unless we know about it. Therefore, it is your responsibility to bring those kinds of problems to our attention so we can take the necessary steps to correct any problems. The report should include all facts available to you regarding the alleged harassment, sexual harassment, or discrimination.

When you call the Insperity Anti-Harassment Hotline, please be sure to leave your name, Insperity employee identification number or the last four digits of your social security number, and the name of the client company for which you work. If you wish to make an anonymous complaint, you may do so. However, the scope of our investigation may be limited based on the information you provide.

Confidentiality

All reports of alleged harassment, sexual harassment, or discrimination will be treated seriously. Confidentiality will be maintained to the extent possible. However, to conduct a thorough investigation, certain information may need to be disclosed to other individuals, including the alleged offender. Consequently, absolute confidentiality cannot be promised and cannot be guaranteed.

Investigative Procedure

Once a complaint of alleged harassment, sexual harassment, or discrimination is received, we will begin a prompt and thorough investigation. The investigation may include interviews with all involved employees, including the alleged harasser, and any employees who are aware of facts or incidents alleged to have occurred.

Following an investigation, iQ Academy California and Insperity will promptly take any necessary and appropriate disciplinary action. Disciplinary action will be taken if the investigation reveals that an employee has acted in a manner that is not in alignment with the goals of this policy. iQ Academy California and Insperity may address any workplace issue discovered during an investigation. This may include some or all of the following steps:

1. Restore any lost terms, conditions, or benefits of employment to the complaining employee.
2. Discipline the alleged harasser. This discipline may include written disciplinary warnings, transfer, demotion, suspension and/or termination of employment.

If the alleged harassment, sexual harassment, or discrimination is from a vendor, contractor, customer or other third party, iQ Academy California and Insperity will take appropriate action to stop the conduct.

If you have made a complaint but feel that the action taken in response has not remedied the situation, you should make an additional complaint following the complaint procedure outlined in this policy.

Duties of Employees and Supervisors

All employees of the company, both management and non-management, are responsible for ensuring that a workplace free of harassment, sexual harassment, and discrimination is maintained. Any employee may file a complaint regarding incidents experienced personally or incidents observed in the workplace. The company strives to maintain a pleasant work environment where all employees are able to effectively perform their work without interference of any type and requests the assistance of all employees in this effort.

All managers and supervisors are responsible for doing all they can to prevent and discourage harassment, sexual harassment, and discrimination from occurring. If a complaint of harassment, sexual harassment or discrimination is raised, the individual to whom the complaint is made (i.e., supervisor, manager, company owner) should act promptly to notify the Insperity Anti-Harassment hotline number so an investigation may promptly proceed. The company and Insperity may discipline any managers or supervisors who fail to follow this policy, which discipline may include termination.

Read the DFEH-185 Brochure:

https://portal.insperity.com/cs/nsp/Document/Forms_Policy/Client_Pol_Ack/the_facts_about_sexual_harassment__ca_/142841$
EG_12_2017.pdf. The California Department of Fair Employment and Housing and/or the U.S. Equal Employment Opportunity Commission may also investigate and process complaints of harassment and discrimination.

2-4. BACKGROUND CHECKS

iQ Academy California will conduct a background check upon employment. Continued employment is dependent upon consent to 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. 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 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. Employees would be eligible to re-apply on EdJoin once their credential is 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.

2-6. 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 suspects 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 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.

2-7. 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.

The 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 Insperity's health care plan coverage or drug and alcohol abuse rehabilitation and education programs. Employee Assistance Program (EAP) contact information can be found in the Insperity 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.

2-8. EQUAL EMPLOYMENT OPPORTUNITY STATEMENT

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. Our 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 the Head of 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 the Head 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 the Head of 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.

2-9. IMMIGRATION LAW COMPLIANCE

iQ Academy California and Insperity are 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.

2-10. 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). To that end, we 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, without regard to any protected classifications, 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.

Any individual who would like to request an accommodation based on any of the reasons set forth above should contact Human Resource Department. Accommodation requests can be made in writing using a form which can be obtained from Human Resource Department. If an individual who has requested an accommodation has not received an initial response within five (5) business days, the employee should contact Human Resource Department.

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 with an employee, it should not be construed as iQ Academy California belief an individual 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.

As part of the interactive dialogue, iQ Academy California reserves the right to request supporting documentation, to the maximum extent permitted by applicable law.

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 Resource Department.

2-11. 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. 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.

2-12. 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. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the school and the cost of the exam will be borne by the applicant.

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.

2-13. 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 that maintaining confidentiality does not impede the School'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 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 shall seek the best person available for the position. In addition to looking outside the School for new hires, we also look internally. iQ Academy 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. 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 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 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.

All referrals must be submitted to Human Resources. Referrals will be kept confidential until the recruiting effort has been completed.

3-3. NEW HIRE TRAINING

Upon accepting your position, you will receive communication from iQ Academy California and Insperity regarding important information with your new hire paperwork, benefits information, and self-paced new employee orientation. You will need to create your own account in the Insperity on-line Employee Service Center 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.

Employees are eligible for benefits as of their commencement date.

Section 4 - OPERATIONAL POLICIES

4-1. COMPLAINT RESOLUTION PROCEDURE

iQ Academy 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 an Insperity human resource specialist. In an effort to resolve the problem, the Insperity 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.

4-2. 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.

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.

4-3. 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 on-line job posting program which is in place for all employees. To be eligible to apply for an open position, employees 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 on-line 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.

4-4. MANDATORY DEDUCTIONS FROM PAYCHECK

iQ Academy 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 modify your W-4, complete a new W-4 form obtained from Insperity Premier^{TM} at http://portal.insperity.com, under Forms and Policies. Check your pay stub to ensure that it reflects the proper amount of withholdings and deductions.

iQ Academy 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 California may make other mandatory deductions from your paycheck, such as court-ordered garnishments. If you have a question about these or any deductions, you should speak to your Insperity 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.

4-5. OVERTIME

Like most successful companies, iQ Academy California 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. Effort will be made to provide employees with adequate advance notice in such situations. It is our policy that no overtime can be worked without the advance approval of your supervisor. Failure to obtain approval in advance of working the overtime is a violation of company policy and you may be subject to disciplinary action.

Non-exempt employees generally will be paid overtime at the rate of time and one-half (1.5) times their regular hourly wage 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 (7th) 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 (7th) day of the workweek.

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. Employees may work overtime only with management authorization.

Employees are not to work "off the clock" and are required to ensure that all time worked is properly recorded. If you are given directions to perform work "off the clock," you should promptly notify your supervisor. If your supervisor has given you directions to work "off the clock" and/or has told you not to properly record all hours worked, notify your human resource department. You will not be penalized in any way for making such a complaint.

4-6. 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.

4-7. 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 Department 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.

4-8. REMOTE WORK/TELECOMMUTING

iQ Academy California allows employees to work remotely when their job duties and work performance are determined to be eligible for remote 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. Employees are expected to be available and ready to work in a distraction-free location during normally scheduled working hours.

Remote work is not a substitute for childcare or other dependent care. The employee shall make or maintain childcare arrangements to permit concentration on work assignments during working hours.

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.

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.

- No music or television in the background during meetings.
- Avoid having someone else seen on camera behind you.
- Keep yourself muted during video or audio conferencing unless you are speaking.
- Turning on video is required.
- Avoid eating a meal during a virtual meeting unless invited to do so by the meeting host.
- Smoking or vaping is not permitted during a video conference.
- Be on time and avoid multi-tasking. Give your full attention to the meeting as if you were face to face.

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 their supervisor.

4-9. 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 Human Resources 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 Head of Human Resources, iQ Academy California 50 Moreland Road Simi Valley, California 93065, (805) 581-0202.

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.

4-10. 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.

4-11. 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, 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.

4-12. TRAVEL TIME FOR 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.

4-13. VIRTUAL TEACHING PROTOCOL

Virtual Teaching Protocol While on Camera:

1. Teachers are expected to dress professionally and maintain a neat and appropriate appearance while on camera. This includes adhering to the school's dress code policy.
2. Teachers should establish a dedicated workspace that is free from distractions and conducive to teaching. The background should be appropriate and devoid of personal or sensitive materials.
3. Teachers are expected to attend online sessions punctually and be prepared to start the lesson at the scheduled time.
4. Teachers should keep their camera on throughout the session unless there are exceptional circumstances. Maintaining a visible presence helps facilitate engagement and connection with students.
5. Teachers will enforce the same classroom management policies online as they would in a physical classroom. Establish clear expectations for student behavior and address any disruptive or inappropriate conduct promptly.
6. Teachers will use appropriate and professional language during virtual sessions.
7. Teachers should not use personal devices, such as cell phones or tablets, for non-instructional purposes while on camera.
8. Teachers should respect the privacy of students and refrain from sharing any personal or identifiable information about students during virtual sessions. Student work or contributions should not be shared without consent.
9. Teachers will actively engage in professional development opportunities related to virtual teaching and technology-enhanced instruction. This helps ensure proficiency in using online platforms and tools effectively.
10. Classrooms with students present are to be supervised at all times. In the event of an emergency, contact an administrator to join the session or remove students from the session and lock the room; contact an administrator immediately.
11. To maintain a professional and focused learning environment, teachers should refrain from having other members of the family or household on camera during instructional sessions, including children, unless there is an academic reason, such as hosting a guest speaker that has been approved by the administration.

It is important for schools and teachers to establish clear virtual teaching policies to ensure professionalism, engagement, and effective learning experiences for students in the online setting. Remote work is not a substitute for childcare or other dependent care. The employee shall make or maintain childcare arrangements to permit concentration on work assignments during working hours.

4-14. 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 California may need to change individual work schedules on either a short-term or long-term basis.

Normal operating hours for iQ Academy 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 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 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 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.

4-15. 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 Head of Human Resources of any changes. Employees also should inform the Head of Human Resources 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 your supervisor or your payroll specialist 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. Additionally, complete and forward an Employee Change of Personal Information form to your Insperity payroll specialist or you may update your file through the Insperity Premier™ at http://portal.insperity.com. Assistance may also be provided through the Insperity Contact Center at 866-715-3552, 7:00 a.m. to 7:00 p.m. CST Monday-Friday.

4-16. 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 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 Employee's Supervisor or Human Resource 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, log into your Insperity PremierTM account at http://portal.insperity.com, 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.

Section 5 - BENEFITS

5-1. BENEFITS OVERVIEW

In addition to good working conditions and competitive pay, it is iQ Academy California 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 Insperity Contact Center at 1-866-715-3552, 7:00 a.m. – 7:00 p.m. CT, Monday through Friday. 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 Insperity Contact Center at 1-866-715-3552, 7:00 a.m. – 7:00 p.m. CT, Monday through Friday.

Coverage under the Insperity Group Health Plan ends at midnight on the date of termination.

For employees subject to an applicable CBA, benefits offerings shall be governed by the CBA.

5-2. 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 for non-unit members but must be completed within three (3) months of the family member's death.

- Up to five (5) paid days off work for the death of a spouse, domestic partner, civil union relationship, child, parent, sibling or comparable step-relation.
- Up to three (3) paid and two (2) unpaid days off work for the death of a grandparent, father-in-law, mother-in-law, son-in-law or daughter-in-law.
- One (1) paid day off work for the death of a relative who is not a member of your immediate family.

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.

Bereavement Leave for Unit Members per the CBA:

10.5.1 Up to five (5) consecutive days in the event of death of a spouse, domestic partner, child, parent, sibling, or comparable step-relation, grandchild, grandparent, mother or father-in-law, or son or daughter-in-law.

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.

5.3. CONTINUATION OF BENEFITS

All active, full-time employees covered by the Insperity Group Health Plan or the Insperity 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, you must continue to pay any required contribution for health coverage, as well as make payments for any other applicable benefits which would otherwise be automatically deducted from your wages (e.g., supplemental life insurance, credit union loans, and 401(K) loans). Your failure to pay any required employee contributions does not relieve you of your obligation to pay such contributions. Contact the Insperity Contact Center at 866-715-3552 for details regarding employee contributions. For questions regarding 401(K) loan payments, contact Insperity Retirement Services at 888-401-5273.

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. 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. The EAP's telephone number is 1-866-402-0003.

The company reserves the right to amend, suspend, or terminate any of the benefits plans it sponsors at any time.

5.5. HOLIDAYS

Full-time employees will be paid for the following holidays:

New Year's Day	January 1st
Martin Luther King Jr. Day	Third Monday in January
President's Day	Third Monday in February
Memorial Day	Last Monday in May
Juneteenth	June 19th
Independence Day	July 4th
Labor Day	First Monday in September

Thanksgiving Day	Fourth Thursday in November
Day after Thanksgiving	Fourth 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.

5-6. INSPERITY ONLINE SERVICES

Visit Insperity online to access training, secure personal information and work tools. Go to http://portal.insperity.com and click CREATE ACCOUNT. Follow the steps below to log in and begin using Insperity Premier™:

Step 1: Enter your last name and date of birth

Step 2: Enter one of the following to identify yourself:

- Your Social Security Number
- Your Individual Taxpayer Identification
- Your Insperity ID (this can be found on your paystub)

Step 3: Enter a username and password of your choice. Then follow the remaining prompts to create the account.

Your personal information is accessible only to you through multiple layers of security and industry-standard data encryption. Since payroll information and other sensitive data are accessible through your account, it is important you do not share your username and password with others.

Contact Insperity's Contact Center toll-free at 866-715-3552, Monday through Friday from 7:00 a.m. to 7:00 p.m. CST for questions about Insperity Premier™ and your Insperity benefits.

Employment Verifications

Requests for employment verifications, for current or former employees, should be directed to Insperity's Contact Center at 866-715-3552, option 5. Insperity will only release your last title and dates of employment, unless you have authorized in writing certain additional information to be provided.

5-7. INSURANCE PROGRAMS

Full-time employees may participate in the School'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 Insperity Contact Center at 1-866-715-3552, 7:00 a.m. – 7:00 p.m. CT, Monday through Friday with any further questions.

5-8. 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. If the required absence presents a serious conflict for management, employees may be asked to try to postpone jury duty.

Employees on jury duty leave will be paid up to 5 days for their jury duty service in accordance with state law; however, 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.

5-9. 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. 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 California and Insperity 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.

5-10. LONG-TERM DISABILITY BENEFITS

Full-time employees are eligible to participate in the Long-Term Disability plan, subject to all terms and conditions of the agreement between iQ Academy California and the insurance carrier.

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.

5-11. 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 California in 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 San Francisco Employees who work in 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 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.

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. While sick time is paid through Insperity, 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.

5-12. 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.

When the employee applies for PFL benefits, the Human Resources Department will determine if the employee has any accrued but unused vacation and personal days available. If the employee has accrued but unused time available, then the employee will be required to use up to two (2) weeks of such time before becoming eligible for PFL benefits.

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.

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.

5-14. 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.

5-15. WORKERS' COMPENSATION INSURANCE

On-the-job injuries are covered by iQ Academy California 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.

Questions regarding workers' compensation insurance coverage should be directed to your supervisor or the Insperity Workers' Compensation Department at 800-242-8893, ext. 4244.

5-16. VACATION FOR FULL-TIME CLASSIFIED EMPLOYEES

iQ Academy California appreciates how hard employees work and recognizes the importance of providing time for rest and relaxation. iQ Academy 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 -	.5 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 California and you are unable to reschedule the vacation within the year, iQ Academy California reserves the option of paying you in lieu of taking the canceled vacation or to allow rescheduling of that vacation. While vacation is paid through Insperity, vacation is solely a iQ Academy 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.

5-17. 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.

Section 6 - LEAVES OF ABSENCE

6-1. 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.

6-2. CIVIL AIR PATROL LEAVE

The School 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.

6-3. EMERGENCY RESPONDER LEAVE

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 who become a member of a volunteer provider must notify the School in writing within 30 days that they are a volunteer firefighter, emergency medical technician, first responder or ambulance driver. Additionally, if the employee's status changes, including termination of that status, the employee must notify the Company of the change in status.

Employees who are going to be late or absent from work due to an emergency that involves their service as a volunteer firefighter, emergency medical technician, first responder or ambulance driver, must make every effort to notify the School that they may be late or absent from work due to the emergency. If prior notification is not possible, the employee must provide a written statement from the chief of the volunteer fire department or person in charge of the ambulance service explaining why prior notification was not possible. Following being late or absent from work due to responding to an emergency, employees must provide a written statement from the chief of the volunteer fire department or person in charge of the ambulance service certifying that they were responding to an emergency and indicating the date and time of the response to the emergency.

6-4. FAMILY AND MEDICAL LEAVE

Employees may be entitled to a leave of absence under the Family and Medical Leave Act (FMLA) and/or the California Family Rights Act (CFRA). 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 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 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 the School 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.

*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 FMLA 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. Disability due to pregnancy, childbirth, or related medical condition (counts only toward FMLA leave and PDL leave entitlements);

2. Bonding and/or caring for a newborn child (counts toward FMLA and CFRA leave entitlements);

3. 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);

4. To care for the employee's spouse, child, or parent with a serious health condition (counts toward FMLA and CFRA leave entitlements);

5. 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 grandparent, grandchild, or sibling meets FMLA definition of parent or child);

6. For the employee's own serious health condition (excluding pregnancy), that makes the employee unable to perform (1) one or more of the essential functions of their job (counts toward FMLA and CFRA leave entitlements); and/or

7. Because of any qualifying exigency arising out of the fact that the employee's spouse, registered domestic partner, son, daughter, or parent 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 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. 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. iQ Academy California may limit an employee to one 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, son, daughter, parent, or next of kin of a covered 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 usually will be taken for a period of consecutive days, weeks, or months. However, 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 is an exception for certain "key employees" under the FMLA that applies to leave for a seriously ill or injured covered servicemember (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.

H. 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.

i. Content of Notice

To trigger FMLA/CFRA leave protections, employees must inform 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 so as to allow the School to determine that the leave is FMLA/CFRA-qualifying. For example, employees might explain that:

1. A medical condition renders them unable to perform the functions of their job;

2. They are pregnant;

3. They or a covered family member have been hospitalized overnight;

4. They or a covered family member are under the continuing care of a health care provider;

5. 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

6. 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.

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.

ii. 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 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.

i. 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.

ii. 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.

iii. 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 family/medical 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 time 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 family/medical leave.
- If employees request FMLA/CFRA leave to care for a covered family member with a serious health condition (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.
- If employees request FMLA/CFRA leave to bond with a newborn 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 leave.

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 worker's 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 a "pay-as-you-go" method. 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.

I. 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 Human Resources.

QUESTIONS AND/OR COMPLAINTS ABOUT FMLA/CFRA LEAVE

If employees have questions regarding this policy, they should contact 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 or discriminate against any person for opposing any practice made unlawful by FMLA or involvement in any proceeding under or relating to FMLA. If employees believe their FMLA rights have been violated, they should contact 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 United States Department of Labor or may bring private lawsuits alleging FMLA violations.

6.5. 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.

6.6. 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.

6-7. 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.

6-8. 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.

6-9. PREGNANCY DISABILITY LEAVE

If employees are disabled by pregnancy, childbirth or related medical conditions, they are eligible to take a pregnancy disability leave (PDL). 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, the 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 (4) 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 the 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 of disability due to 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, the employee will be provided with a medical certification form that the employee can take to their healthcare provider.

As a condition of returning from pregnancy disability leave or transfer, the School requires the employee to obtain a release from a health care provider stating ability to resume the original job duties with or without reasonable accommodation.

PDL is unpaid. At the employee's option, the employee 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. iQ Academy California requires, 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 for payment of their share of the insurance premiums.

iQ Academy California encourages 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 the School. Failure to notify the 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 the 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. The employee may request more information regarding eligibility for PDL and the impact of the leave on seniority and benefits.

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.

6-10. 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 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. 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. For information on health care coverage during a leave of absence, refer to the Continuation of Benefits policy.

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.

6-11. 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.

6-12. SCHOOL RELATED ACTIVITIES TIME OFF

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 (min 5 school days) to their Supervisor. The employee must give notice to their Supervisor 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 their Supervisor 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.

If you are a nonexempt employee taking school activity leave, you may choose to use accrued vacation or paid time off (PTO). However, if no paid leave is available, you may take the time without pay.

6-13. 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.

6-14. 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 also may 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 spouse, registered domestic partner, child, child of registered domestic partner, stepchild, brother, stepbrother, sister, stepsister, mother, stepmother, father or stepfather.

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.

6-15. LEAVE FOR VICTIMS OF CRIME/ABUSE (INCLUDING DOMESTIC VIOLENCE, SEXUAL ASSAULT OR STALKING)

Employees who are victims of a crime or abuse, including domestic violence, sexual assault or stalking, may take unpaid leave for up to 12 weeks for the following reasons:

- to seek medical attention for injuries caused by crime or abuse;
- to obtain services from a domestic violence shelter, program, rape crisis center or victim services organization or agency as a result of the crime or abuse;
- to obtain psychological counseling or mental health services related to an experience of crime or abuse; or
- to participate in safety planning and take other actions to increase safety from future crime or abuse, including temporary or permanent relocation.

Employees are covered as victims and entitled to leave under this policy if they are:

- a victim of stalking, domestic violence or sexual assault;

- a victim of a crime that caused physical injury or that caused mental injury and a threat of physical injury; or
- a person whose immediate family member is deceased as the direct result of a crime.

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" policy in this handbook.

No employees will be subject to discrimination or retaliation because of their status as a victim of a crime or abuse, including crime or abuse related to domestic violence, sexual assault or stalking. Victims of a crime or abuse, including crime or abuse related to domestic violence, sexual assault or stalking, may request other accommodations in the workplace such as implementation of safety measures.

6-16. TIME OFF FOR VOLUNTEER FIREFIGHTERS, RESERVE PEACE OFFICERS & 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 7 - GENERAL STANDARDS OF CONDUCT

7-1. 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 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.

7-2. CAMERA PHONES/RECORDING DEVICES

Due to the potential for issues such as invasion of privacy, sexual harassment, and loss of productivity, as well as inappropriate disclosure of confidential information, no employee may use a camera phone function on any phone on iQ Academy California property or while performing work for the School.

The use of tape recorders, Dictaphones, or other types of voice recording devices anywhere on School property, including to record conversations or activities of other employees or management, or while performing work for the School, is also strictly prohibited, unless the device was provided to you by the School and is used solely for legitimate business purposes.

7-3. COMMUNICATIONS AND COMPUTER SYSTEMS

iQ Academy California 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 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 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.

7-4. CONFIDENTIAL COMPANY INFORMATION

During the course of work, employees may become aware of confidential information about iQ Academy California 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 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.

7-5. CONFLICT OF INTEREST AND BUSINESS ETHICS

It is iQ Academy California 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.

7-6. CUSTOMER RELATIONS

One of our highest priorities is to help any customer or potential customer with outstanding service. In order to realize our commitment to excellent customer service, we expect you to:

- Provide courteous service in a prompt and efficient manner.
- Establish and maintain positive relationships with customers by gaining their trust and respect through professional, honest interaction.
- Handle complaints quickly and professionally; never argue with a customer. If you are unable to resolve the complaint to the customer's satisfaction, review the situation with your supervisor.
- Communicate with customers in a professional manner, whether in person, over the phone or via e-mail.

Always conduct yourself with professionalism and respect for others. Your conduct is a direct reflection on yourself and the organization.

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



John Wilson

Teacher

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Simi Valley, CA 93065

999-333-2222
jwilson@iqcala.com
iQ Academy Website

7-8. EMPLOYEE DRESS AND PERSONAL APPEARANCE

Employees are expected to report to work well groomed, clean, and dressed according to the requirements of their position. Some employees may be required to wear uniforms or safety equipment/clothing. Employees should contact their supervisor for specific information regarding acceptable attire for their position. If employees report to work dressed or groomed inappropriately, they may be prevented from working until they return to work well groomed and wearing the proper attire.

Some individuals may have sensitivity or allergic reactions to perfumes, colognes, powders and lotions. If you use these items, use them in moderation and with consideration for those around you.

The School will consider reasonable accommodation to appearance standards for medical and/or religious reasons. Contact your supervisor if you have a request for accommodation in this area.

7-9. ERGONOMICS

The School is subject to California Occupational Safety and Health Administration (Cal/OSHA) ergonomic standards for minimizing workplace Repetitive Motion Injuries (RMIs). The School will take all steps to reduce exposure to ergonomic hazards by means of engineering controls, administrative controls and employee training. This School encourages safe and proper work procedures and requires that all employees follow safety instructions and guidelines.

The School believes that reducing ergonomic risk is a key factor in maintaining an environment of personal safety and well-being and is essential to our business. We are committed to providing appropriate resources to create a risk-free environment. If you have any questions about ergonomics, please contact your manager.

7-10. 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.

7-11. 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.

7-12. 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, we 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.

7-13. 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.

7-14. INSPECTIONS

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.

7-15. 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.

7-16. 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.

7-17. PERSONAL AND COMPANY-PROVIDED PORTABLE COMMUNICATION DEVICES

iQ Academy California may provide portable communication devices (PCDs), including cell phones and personal digital assistants, that 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 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 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.

7-18. 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.

7-19. 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 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.

7-20. PROFESSIONAL BOUNDARIES: STAFF/STUDENT INTERACTION POLICY

iQ Academy 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.

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.

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.

7.21. PUBLICITY/STATEMENTS TO THE MEDIA

All media inquiries regarding the position of the School as to any issues must be referred to Head of School. Only Head of School is authorized to make or approve public statements on behalf of the School. No employees, unless specifically designated by Head of School, are authorized to make those statements on behalf of 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 Head of School.

7-22. 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, disruptive and place an unfair burden on fellow employees and Supervisors. We expect excellent attendance from all employees. Excessive absenteeism or tardiness will result in disciplinary action up to and including discharge.

We do recognize, however, 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 work day. 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 illness and its expected duration, for 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 generally will be considered a voluntary resignation of employment with the School.

7-23. REFERENCES

iQ Academy California will respond to reference requests through Insperity's Contact Center at 866-715-3552, option 5 Department. 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 Insperity's Contact Center at 866-715-3552, option 5 Department.

Only Insperity's Contact Center at 866-715-3552, option 5 Department may provide references.

7-24. SHAREPOINT

Important notices and items of general interest are continually posted on iQ Academy 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 California.

7-25. 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 the School is prohibited at all times. Distribution of literature by non-employees on School premises is prohibited at all times.

7-26. SOCIAL MEDIA

The School respects the right of any employee to maintain a blog or web page or to participate in a social networking, Twitter or similar site, including but not limited to Facebook and LinkedIn. However, to protect School interests and ensure employees focus on their job duties, employees must adhere to the following rules:

Employees may not post on a blog or web page or participate on a social networking platform, such as Twitter or similar site, during work time or at any time with School equipment or property.

All rules regarding confidential and proprietary business information apply in full to blogs, web pages and social networking platforms, such as Twitter, Facebook, LinkedIn or similar sites. Any information that cannot be disclosed through a conversation, a note or an e-mail also cannot be disclosed in a blog, web page or social networking site.

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.

Whether the employees are posting something on their own blog, web page, social networking, Twitter or similar site or on someone else's, 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, 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 good-will in the marketplace.

Any conduct that is impermissible under the law if expressed in any other form or forum is impermissible if expressed through a blog, web page, social networking, Twitter or similar site. For example, posted material that is discriminatory, obscene, defamatory, libelous or violent is forbidden. School policies apply equally to employee social media usage.

iQ Academy 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.

7-27. SMOKING

Smoking, including the use of e-cigarettes, is prohibited on School premises and in all School vehicles.

7-28. WEAPONS

iQ Academy 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 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.

7-29. 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, at 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 company 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 the Drug and Alcohol-Free Workplace Policy.
6. Fighting, threatening or disrupting the work of others or other violations of the 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 the company 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.

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.

7-30. SEPARATION - IF YOU MUST LEAVE US

Should any employees decide to leave the School, we ask that they provide a Supervisor with at least 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.

7-31. EXIT INTERVIEWS

Employees who resign are requested to participate in an exit interview with management, if possible. During the exit interview, you can provide insights into areas for improvement for the company and your specific position.

7-32. 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.

HANDBOOK ACKNOWLEDGEMENT

I acknowledge receipt of iQ Academy California's Employee Handbook ("Handbook"). I understand this handbook contains information regarding the Company's rules and benefits which affect me as an employee.

I understand the Handbook is not a written employment contract for any specific term. My employment with Insperity is at-will. My employment with the Company is at-will unless an authorized employment agreement with iQ Academy California provides otherwise.

I further understand that only Company authorized and designated Leadership personnel has any authority to change my at-will status or enter into any agreement guaranteeing employment with the Company for any specific period of time. I also understand that if any agreement is made, it will not be authorized and enforceable unless it is in writing and signed by both parties.

I also understand that an agreement made by designated Company Leadership personnel of iQ Academy California is not binding on Insperity unless it is agreed to in writing by either the president or senior vice president of Insperity.

I understand, if requested by iQ Academy California, I must repay the company any vacation/PTO used but not accrued at the time my employment ends, and I hereby authorize the company to deduct such amounts from my final paycheck to the extent permitted by law. I also agree that if requested, I will complete a new deduction authorization form to facilitate such deductions.

I understand that if I have any questions about the interpretation or application of any policies contained in the Handbook, I should direct these questions to the onsite supervisor.

I further understand the Company reserves the right to modify the policies and benefits in the Handbook at any time without notice.

My signature below acknowledges that I have received the Handbook and understand it is my responsibility to read and comply with all policies contained in this Handbook, including state specific addendums (if any), and any revisions made to it.

Employee Signature: _____

Date: _____

Print Name: _____

Insperity Employee ID Number:_____

Please sign and return one acknowledgment to your supervisor and retain the other for your records. A copy of this signed acknowledgment should be sent to Insperity.

TO: IQ ACADEMY CALIFORNIA- LOS ANGELES GOVERNING BOARD

BOARD REPORT #07

APPROVED

VIA: IQ ACADEMY STAFF
September 13th, 2023

SUBJECT: Parent Student Handbook for 2023 - 2024 School Year

PROPOSAL: It is proposed that the Governing Board of iQ Academy California – Los Angeles approve the Parent Student Handbook for the 2023-2024 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:** Casey Robinson **Date:** _9/13/2023_____

Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Brian Huff	X				X	
Dr. Julie Mendoza	X					
Ben Pace	X					X

Parent Student Handbook
2023-2024 SY Updates
Summary of Changes

Page Number	Department	Section Header	Updates Made
51-52	SPED	Special Education	Special Education Section updated to include new program specialist. We also adjusted the wording to remove references to full inclusion as IQ is not full inclusion, we have students in pull out services, and also have students in alternative, more restrictive environments.

ACADEMY CALIFORNIA
Los Angeles
a network k12 school

2023-2024

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 6th 2023

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 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.

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.

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 2023-2024 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. 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.

2023-2024 SCHOOL CALENDAR

2023-2024	
Independence Day	July 4, 2023
School Begins	August 17, 2023
Labor Day	September 4, 2023
Veterans Day (observed)	November 10, 2023
Thanksgiving Break	November 20 - 27, 2023
Winter Break	December 18, 2023 - January 1, 2024
Martin Luther King's Day	January 15, 2024
Non-Student Days	January 16 - 19, 2024
Presidents' Day	February 19, 2024
Spring Break	March 25 - April 1, 2024
CAASPP Testing (state testing)	April 22 - May 24, 2024
Memorial Day	May 27, 2024
School Ends	June 7, 2024
Juneteenth	June 19, 2024
Extended School Year (ESY)	June 24 - July 22, 2024

Quarters	Dates	Days
Quarter 1	8/17/2023 - 10/20/2023	46
Quarter 2	10/23/2023 - 1/12/2024	42
Quarter 3	1/22/2024 - 4/5/2024	48
Quarter 4	4/8/2024 - 6/7/2024	44

Attendance Calendar	Dates	Days
Month 1	8/17/2023 - 09/08/2023	16
Month 2	9/11/2023 - 10/06/2023	20
Month 3	10/09/2023 - 11/03/2023	20
Month 4	11/06/2023 - 12/08/2023	18
Month 5	12/11/2023 - 01/12/2024	14
Month 6	01/22/2024 - 02/16/2024	20
Month 7	02/19/2024 - 03/15/2024	19
Month 8	03/18/2024 - 04/19/2024	19
Month 9	04/22/2024 - 05/17/2024	20
Month 10	05/20/2024 - 06/07/2024	14

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 residency 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 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 a 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. 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.

Parent Involvement Policy

iQ Academy California - Los Angeles recognizes that, when schools and parents form strong partnerships, students' potential for educational success improves significantly. As part of our Educational Partner feedback processes, parents are given the opportunity to be involved in advising, 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 https://iqacademyca.k12.com/ to view the Parent Involvement Policy.

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

A student will be admitted to kindergarten at the beginning of a school year, or at any later time in the same year if the child will have his or her fifth birthday on or before September 1st of that school year.

State Law requires a child to be five years of age by September 1st to start Kindergarten. Students who have not reached the age of five by September 1st may enter school mid-year and start Kindergarten when they turn 5-years-old provided that the Head of School determines that the admittance is in the best interest of the child, the parent/guardian is given information about the effect of this early admittance, there is available space in Kindergarten, and the parent/guardian(s) sign a form to acknowledge that placement at mid-year does not necessarily mean promotion to first grade at the end of the school year.

A student must be age six by September 1st (or have completed one year of Kindergarten) to start 1st grade. The Head of School, with the consent of a parent or guardian, may deem a child enrolled in public or private Kindergarten ready for 1st grade as long as the child is at least five years of age.

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.

Immunizations

The school's verification of immunizations is through written medical records from your doctor or immunization clinic. Exceptions are allowed under the following conditions:

The parent provides a signed doctor's statement verifying that the child is to be exempt from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.

Current California law allows students who do not have complete immunizations to enroll in iQLA . The school is required to collect and report immunization information for all newly enrolled students and for students entering 7th grade.

Any child leaving the United States for a short vacation to any country considered by the Center for Disease Control and Prevention (CDC) to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST call the County Tuberculosis Clinic, for a TB Screening upon return.

Physical Examinations

All pupils are to have completed a health screening examination on or before the 90th day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Section 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in Kindergarten. Failure to obtain an examination for your child or a waiver will result in your child being denied enrollment. The School recommends that children undergo a yearly speech, hearing and eye examination.

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 OnLine School (Online School)

The 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 K12 curriculum and record daily attendance. Additional live sessions or supplemental lessons and activities may be assigned by the teacher.

Access to the 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.

Online Middle School (OLMS) and High School (OLHS)

The New Online platform implemented in 2015 replaces the Learning Management System for courses in Grades 9-12 and replaces the Online School in Grades 6-8 in 2016. After logging into the Online School, Middle and High School students will access the Online Middle School / Online High School, where they can find their courses, email, ClassConnects, and school calendars.

Account Set Up

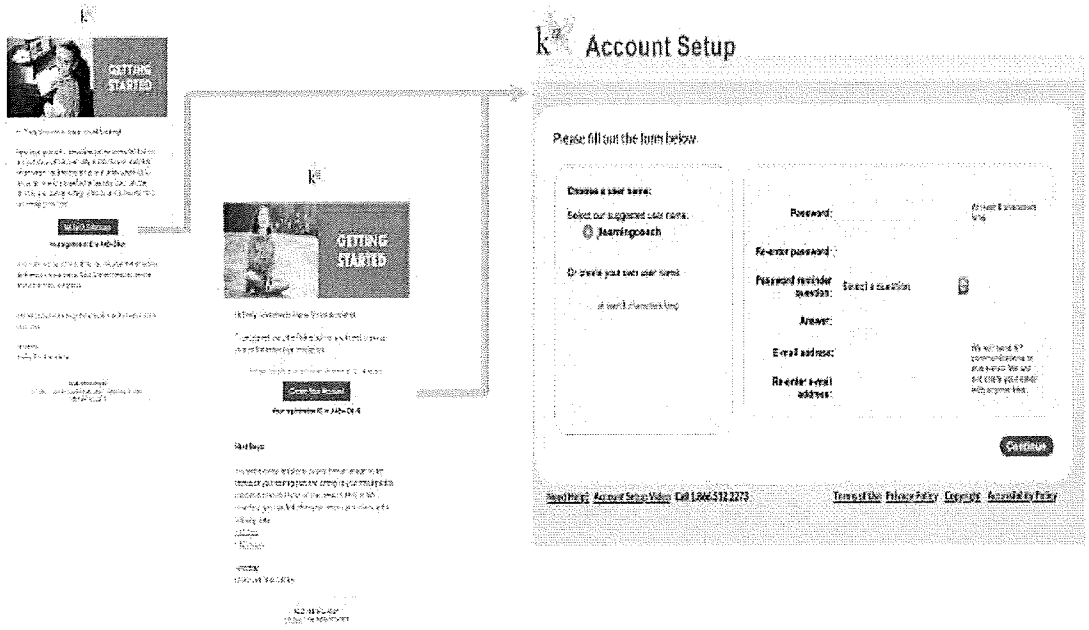
Learning coaches are contacted by their assigned iQ Academy teacher within 24 hours of enrollment. During this phone conference, teachers provide learning coaches with valuable set-up tips, additional school information, website login information.

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.

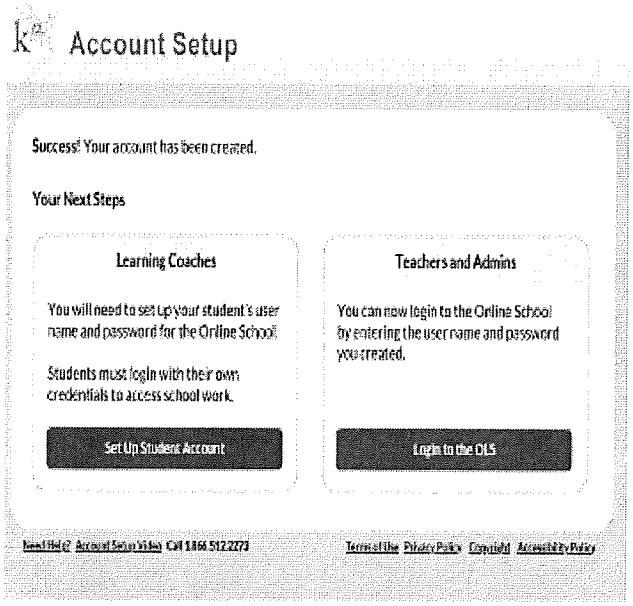
Online School Account - Learning Coach (Learning Coach) Account Set-Up

There are two ways to create the Learning Coach account.

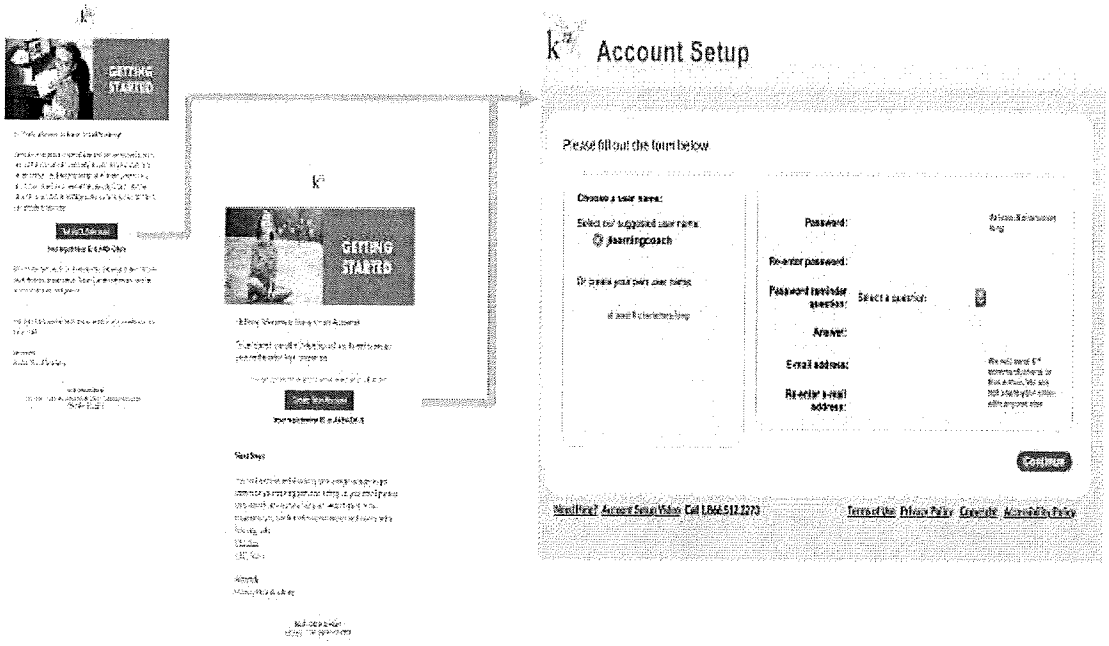
Method One (from the Getting Started email you received): Click the "Setup Online School Account/Create Your Account" button. This will take you to the Account Setup Screen



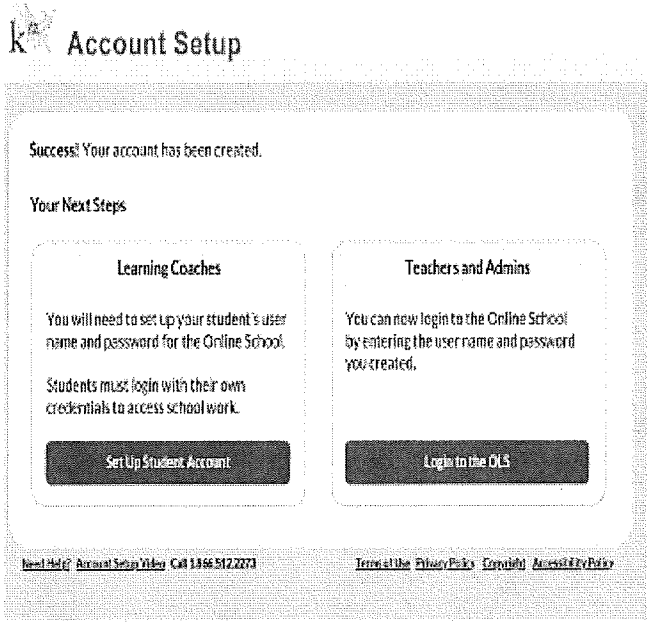
Once you have completed the credentials setup process, you are now given a success screen with clear guidance on the next steps to take.



Method Two (from the Online School login screen on the school's website): To use this method, you will need to have the registration ID provided to you in the Getting Started email that you received. You will enter your information into the spaces provided and click "Continue."



Once you have completed the credentials setup process, you are now given a success screen with guidance on the next steps to take.



Create Your Student Accounts

During the Learning Coach Account Set-Up process, you will have the opportunity to create your student Online School login.

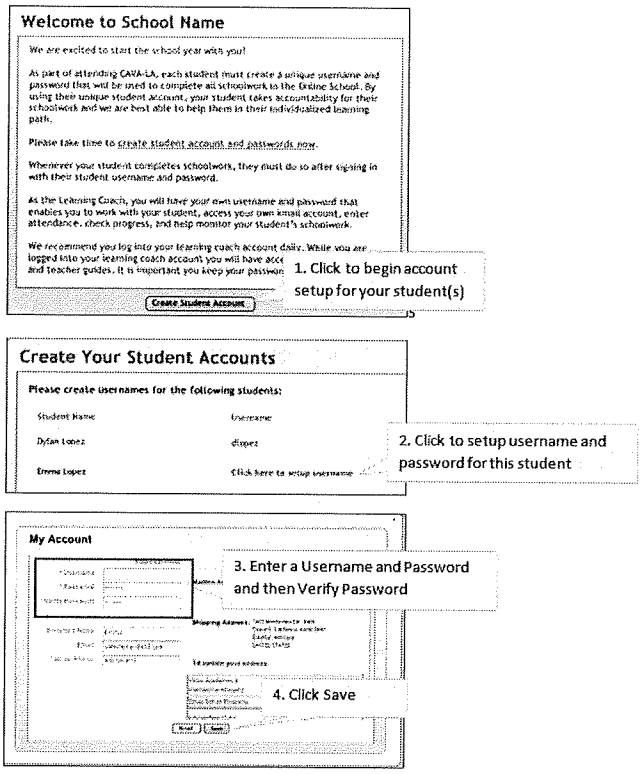
- If you do not set up your student account at this time, you may be prompted to set up the student account the first time you log into the Online School. Click here to view instructions for student account creation using this tool.
- If not prompted, you can create the student account by clicking the My Account link within the Online School. Click here for instructions.

Online School Account - Student Account Creation Wizard

The Learning Coach (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 setup. 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

Objectionable Materials

There may come a time when you find certain lessons in a particular unit of study, certain books, or certain materials to be objectionable for various personal reasons. If you find objectionable material, please contact your assigned teacher. Your teacher will work with you to identify alternative lessons to meet the lesson objectives. You may also voice your concerns to K^{12} directly using the feedback button under the 'Help' link on the Online School.

Newrow (Class Connect)

Newrow is designed to extend the boundaries of the physical classroom by connecting students and teachers. Newrow is a real-time virtual classroom environment designed for virtual education and collaboration. The Newrow 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 Newrow.
- 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.

Confidentiality

Every effort is used in maintaining the confidentiality of students attending iQ Academy California - Los Angeles. Parents must give permission before a student's name or image can be displayed in a public manner. Before confidential student information is transferred over the internet, it is encrypted and can only be decrypted by another party employed or assigned by iQ Academy California - Los Angeles. Student files are accessible only to employees of iQ Academy California - Los Angeles who have an interest in the education of its students. Learning Coaches and students should be careful not to share their K^{12} Online School (OLS) username and password with any unauthorized individuals. In any case, where a parent or teacher believes the security of the Online School has been compromised, the parent should use the tools provided in the Online School to change their username and password. In addition, parents are advised to avoid using personal information in e-mails. For example, using a student's first initial is preferred to using a student's first name.

Family Educational Rights and Privacy Act (FERPA)

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 45 days after the day iQ Academy California - Los Angeles receives a request for access.

   According to Education Code 56043(n), families may inspect or review their child's records within five (5) business days of the school receiving the request. The record must be viewed in the presence of an iQ Academy California - Los Angeles administrative staff member. The school will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

   - *Education Code Section 56043(n): " The parent or guardian shall have the right and opportunity to examine all school records of the child and to receive complete copies within five business days after a request is made by the parent or guardian, either orally or in writing, and before any meeting regarding an individualized education program of his or her child or any hearing or resolution session pursuant to Chapter 5 (commencing with Section 56500), in accordance with Section 56504 and Chapter 6.5 (commencing with Section 49060) of Part 27."*

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 iQ Academy California - Los Angeles to amend a record should submit this request in writing to the Head of School clearly identifying the part of the record they want to be changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the 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.

3. The right to provide written consent before the 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 school officials with legitimate educational interests. A school official is a person employed by the 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 school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the 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, or therapist; 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 school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. FERPA requires that the school, with certain exceptions, obtain a parent's or eligible student's written consent prior to the disclosure of personally identifiable information from a child's educational records. However, the school may disclose "directory information" without written consent, unless you, the parent of eligible student, have advised the school in writing that you do not want all or part of the directory information disclosed. The primary purpose of directory information is to allow the school to include the following information from education records in certain school publications or disclose it to certain parties. Examples include:

    - Shipment of computer and school materials to and from the student's home
    - Entry of student enrollment information into a computer database for use by school officials
    - Honor roll or other recognition lists
    - School publications

    Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a parent's prior written consent. In addition, federal law requires the school to provide military recruiters, upon request, with three directory information categories – names, addresses, and telephone listings – unless parents or eligible students have advised the school in writing that they do not want their student's information disclosed without prior written consent.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by iQ Academy California - Los Angeles to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

    Family Policy Compliance Office
    U.S. Department of Education
    400 Maryland Avenue, SW
    Washington, DC 20202

The Learning Coach

iQ Academy California – Los Angeles requires that a responsible adult be at home during school hours to supervise the instruction of each student. As a learning coach, you can expect to spend an average of 4 to 6 hours per day supporting your student (depending on student's grade

level). This time commitment includes direct instruction in the K-8 grade levels, with 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 implicit in managing a first-class education.

As a learning coach at iQ Academy California – Los Angeles, you agree to the following expectations, which were initialed on your student's enrollment paperwork when you enrolled your student in iQ Academy California – Los Angeles:

- I understand that I am enrolling my student in a public school with daily attendance requirements that I am expected to meet.
- I understand that public school enrollment includes participation in the required state testing program.
- I accept the responsibility to supervise my student in using the K^{12} curriculum, and I understand that I am expected to become knowledgeable about it.
- I expect to have the guidance and support of a credentialed teacher in implementing the K^{12} curriculum with my student.
- I understand that adequate and continuing student progress is an expected part of the iQ Academy California – Los Angeles program in addition to the required attendance hours logged.
- I understand that I am to participate in regular phone, online classroom and in-person conferences with my student's teacher and that I will submit student work regularly and as requested by the assigned teacher.
- I understand that the teacher will conduct academic assessments in order to evaluate mastery and assist my student instructionally.
- I understand that the teacher will provide research-based instructional interventions and enrichment, as deemed appropriate for my student's academic success.
- I understand that it is my responsibility to secure an Internet Service Provider and that I may qualify for reimbursement according to the school policy.

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 POR 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. 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:

- Student illness – no more than three (3) consecutive days. If the student is absent more than three (3) consecutive days, a doctor's note is required.
- Illness or medical treatment of child for whom student is the custodial parent – no more than three (3) consecutive days. If the student is absent more than three (3) consecutive days, a doctor's note is required.
- Religious reasons (see below)
- Funeral – Attending funeral services for a member of student's immediate family, as long as the absence is not more than one (1) day if the service is conducted in California and not more than three (3) days if the service is conducted outside of California.

Should the student not attend school 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. Unexcused absences may result in the student's non-compliance with iQ Academy California - Los Angeles's enrollment requirements. Refer to the non-compliance policy herein 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.

Absences from school interfere with the academic achievement of your child. Students who are absent three (3) or more school days in an attendance period or have missed two assignments (as defined in the non-compliance policy); or five (5) or more cumulative days, may be subject 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.

Absences for Religious Reasons

Pupils, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises or to receive moral and religious instruction at their respective places of worship or at other suitable place or places away from school property designated by the religious group, church, or denomination, which shall be in addition and supplementary to the instruction received from iQ Academy California - Los Angeles. No pupil shall be excused from school for such purpose on more than four days per school month. Requests for religious absences must be made in writing to the iQ Academy California - Los Angeles Administration prior to the absence.

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.

Indications that a student is not actively participating in our program include non-attendance (three (3) or more days), missing or refusing to schedule meetings, being unable to contact, missing daily assignments, not logging into the Online School daily, and/or not meeting additional enrollment requirements.

For purposes of this policy, a student missing the equivalent of three (3) or more school days' worth of work in an attendance period will be found to have "one missed assignment." Students who have two attendance periods with "one missed assignment" will be found to have "missed two assignments" and thus will be evaluated as to whether it is in the best interest of the student to remain in independent study. Parents/guardians will be informed of this policy as part of the Independent Study Master Agreement signed annually.
The evaluation shall take place during an evaluation conference, which shall be conducted by the Head of School or designee. The Head of School or designee shall provide written notification to the parent/guardian or adult student of the evaluation conference.
For the purpose of this policy, a student missing two school appointments will be considered to have "missed two assignments" and thus will be evaluated as to whether it is in the best interest of the student to remain in independent study. Parents/guardians will be informed of this policy as part of the Independent Study Master Agreement signed annually.

A school appointment may be defined as conferences, classes, tutoring, any required testing appointments, special education meetings, etc.

In these instances iQ Academy California - Los Angeles will:

- 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.

Evaluation Conference

Students who have missed two assignments, school appointments/classes or have missed three (3) or more days of school in an attendance period or five (5) cumulative days of school may be required to attend an evaluation conference to determine whether it is in the best interest of the student to remain in independent study. 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.

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 shall be withdrawn from enrollment with the IQ Academy California - Los Angeles and the parent/legal guardian or adult student shall immediately enroll in a site-based program through the local school district or other appropriate educational program. Notes detailing the discussion and outcomes of this conference shall be filed in the student's cumulative file.

Appeal

The Academic Administrator's or designee's decision shall be subject to an appeal to the Head of School or designee. The parent/guardian or adult student shall submit a written request to the Head of School, outlining the reasons for the appeal.

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 Classroom Etiquette

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
- 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 withdrawal
- Depending on the severity of each action, iQ Academy California - Los Angeles reserves the right to withdraw student upon the first action

This document describes the policies and guidelines for the use of the iQ Academy California - Los Angeles 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 will result in the:

- Involvement with law enforcement agencies and possible legal action.
- Withdrawal from our program.

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

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.

- 4th offense – student may be withdrawn from iQ Academy California - Los Angeles and placed back in their school of residence. The incidents will be noted in the student's permanent file.

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).

Discipline

The Pupil Suspension and Expulsion Policy has been established to promote learning and protect the safety and well-being of all students. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This policy and its Administrative Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

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

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

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act ("IDEIA") 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 regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Improvement Act (IDEIA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the 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.

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:

- Illegal activities
- Offensive content of any kind, including pornographic material
- Content that promotes discrimination on the basis of race, gender, national origin, age, marital status, sexual orientation, religion or disability
- Threatening or violent behavior
- Gambling or wagering
- Commercial messages

- Religious, political or racial messages
- Messages that misrepresent yourself
- Download of any software on the iQ Academy California - Los Angeles computer
- Web sites or chat rooms that are not for the purpose of iQ Academy California - Los Angeles related education

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.

Harassment Reporting

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.

Harassment/Bullying Policy

iQ Academy California – Los Angeles strives to provide a safe and welcoming environment for all students to learn. Harassment and/or bullying on the basis of actual or perceived characteristics including disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics is unlawful and will not be tolerated. No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's or another's reputation.

- Harassment or bullying on the basis of sex includes sexual harassment or bullying and gender-based harassment or bullying. Sexual harassment or bullying is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Gender-based harassment or bullying is nonsexual intimidation or abusive behavior toward a student based on the student's actual or perceived sex, including harassment based on gender identity, gender expression, and nonconformity with gender stereotypes. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Both male and female students can be victims of harassment or bullying on the basis of sex, and the harasser or bully and the victim can be of the same sex. Bullying on the basis of sex constitutes sexual harassment.

- Harassment or bullying on the basis of race, color, or national origin refers to intimidation or abusive behavior toward a student based on actual or perceived race, color or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of race, color, or national origin constitutes racial harassment.

- Harassment or bullying on the basis of disability refers to intimidation or abusive behavior toward a student based on actual or perceived disability. Harassing conduct

may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of disability constitutes disability harassment.

Complaint and Reporting Procedure

Any student, employee, or agent who believes he or she has been harassed by an employee, agent, or student of the school should promptly report the facts of the incident(s) and the name of the individual(s) involved to an adult staff member with whom they feel comfortable, and that person shall report the incident to the Academic Administrator using "The Incident and Harassment Bullying Form" found in Appendix B of this handbook. If the alleged harasser is the Academic Administrator, the person may report the incident to the Head of Schools. A written report of the alleged incident will be developed by the Academic Administrator or Head of Schools (report form attached). A copy of the report, along with a copy of this policy, shall be mailed to the parent of the student who initiated the complaint.

Complaints of bullying and harassment shall be investigated and resolved in accordance with the district's uniform complaint procedures. The school will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in *EC* Section 200 and 220 and Government Code (*GC*) Section section 11135, including any actual or perceived characteristics as set forth in Penal Code (*PC)* Section 422.55 or on the basis or a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity we conduct, which is funded directly by, or that receives or benefits from any state financial assistance.

Filing Complaints with State and Federal Agencies

Aggrieved parties may wish to file complaints with other appropriate state and federal agencies, including:

U.S. Office for Civil Rights
50 United Nations Plaza, Room 239, San Francisco, CA 94102
(415) 556-7000

Confidentiality

An allegation of harassment and the results of the investigation shall be kept confidential to the extent reasonably possible under the investigative process. Witnesses and those interviewed shall be informed of the confidential nature of the issues and the investigation, and shall be informed that it will be a violation of this policy to disclose the allegation or the nature of the investigation to others and shall be subject to disciplinary action as defined in this policy.

Retaliation is prohibited

The complainants are protected from retaliation. The school shall advise complainants of the right to pursue civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws.

Time Limits

Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

Disciplinary Action

Any student who engages in bullying on school platforms (Newrow), or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with school policies and regulation. The guideline for consequences is below.

- Warning – consequences would depend on the situation and could include limiting ways the student can interact with other students (i.e. requiring supervision or suspension from CC sessions, limiting classroom privileges, limiting participation in clubs, etc.)
- Certified letter
- Admin phone conference
- Possible w/d

The report, investigation notes, and discipline plan, shall be submitted to the Academic Administrator. The Head of School and Academic Administrator will monitor for repeat offenders and act when needed. All documents will be stored on OneDrive where the Head of School and Academic Administrators have access.

Appeal Procedures

Either the complaining party or the accused may appeal the findings of an investigation to the Governing Board of the school. Appeals shall be made in writing within ten (10) business days from the date of a finding.

Hate Motivated Behavior and Hate Crime Reporting Procedure

Every student has the right to be protected from "hate-motivated" behavior. The Head of School shall promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, gender identity or expression, sexual orientation, physical/mental attributes or religious beliefs or practices shall not be tolerated and may be considered "hate-motivated" speech or "hate-motivated" behavior. A "hate-motivated" comment or "bias incident" is biased conduct, speech, or expression that has an impact, but does not involve a criminal action.

Hate crimes (vandalism, physical assault, arson, etc.) are crimes that are motivated, in whole or in part, by bias, by the targeted individual or group's characteristics or perceived characteristics of disability, gender, gender identity or expression, nationality, race or ethnicity, religion, sexual orientation, religious beliefs or association with a person or group who has one of these characteristics. "Hate crimes" should be reported to law enforcement.

School Climate

Everyday acts of intolerance and/or hate may manifest in a variety of ways: name-calling, slurs, sexual harassment, casual put-downs regarding race, ethnicity, gender, size, abilities, perceived sexual orientation, or gender identification. Administrators and teachers should actively work to promote a positive school climate. School staff is encouraged to:

- Work to establish a climate where casual slurs are uncommon and are challenged when they do occur. Set expectations of how students should speak to each other (in-person and online), whether they are in or out of earshot of a teacher or administrator.
- Create a no-slur school by stating clear support for a safe, open learning environment free of slurs. Be specific: no insults related to ability, appearance, culture, gender, home language, race, ethnicity, religion, sexual orientation, or social class will be tolerated.
- Check for signs of hostility, depression, or a marked change in behavior or academic performance, and reach out to the student's parents or guardians and/or the school counselor as appropriate.
- Model inclusive, pro-social behavior and interrupt moments of bias among staff.

If a "hate-motivated" comment or action occurs, school staff should be prepared to discuss how the school will respond.

Reporting

Any student who feels that they are a victim of "hate-motivated" behavior shall immediately contact the principal or any trusted staff member with whom the student has a relationship. Reports can be made in writing or verbally and all complaints should be reported to an administrator. If the student believes that the situation has not been remedied by the principal or designee, the student may file a complaint through the Uniform Complaint Procedures.

Staff who receive notice of "hate-motivated" behavior or personally observe such behavior shall notify the principal.

Grievance Procedures & Investigation

When a staff member first hears "hate speech" or "bias speech," they should immediately interrupt, address, and admonish the student making such comments. The staff member should do an initial inquiry with the victim-student to determine if a full investigation is needed. Included in that initial inquiry should be questions regarding the harm that the student has suffered, the frequency and persistence of the behavior, and the history between the students. If the administrator determines that a full investigation is needed to learn more about the incident and/or to determine what happened, s/he should reference and complete the "Hate

Speech/Discrimination Investigation Form" as they conduct their investigation. At the completion of the investigation, the administrator is responsible for providing the Investigation Form and supporting documents to the Director.

Once an administrator receives a report of "hate-motivated" behavior and determines that a full investigation is needed, the administrator/investigator should begin their investigation immediately. If the administrator determines that a full investigation is needed, the Administrator shall conduct a thorough and equitable investigation into the allegations and inform the victim-student/family regarding the status of the investigation. During the course of the investigation, the administrator should consider the following factors:

- Put safety first, denounce the act, investigate, involve others where necessary, provide accurate information and dispel misinformation, support targeted students, seek justice, avoid blame, and promote healing.
- A student who has been found to have demonstrated "hate-motivated" behavior shall be subject to discipline in accordance with the law, and Code of Conduct.
- Once the full investigation is complete, the administrator should:
    - Debrief with their Director, investigation team, and staff to discuss the investigation process to review lessons learned,
    - Expand the discussion to include relevant students, parents and guardians, and community members, keeping in mind that an individual student's disciplinary record is confidential under state law and FERPA,
    - Take notes about all suggestions and comments and include those with the Investigation Form and Discuss all follow-up steps and use them to create a road map for change (if needed).

Prohibiting the Aiding and Abetting of Sexual Abuse

Background/Purpose

Under section 8546 of the ESSA(20 U. S. C. § 7926), every state, state educational agency (SEA), and/or local educational agency (LEA) that receives ESSA funds must have in place laws, regulations, or policies that prohibit the SEA, LEA, or school, as well as any school employee, contractor, or agent, from providing a recommendation of employment for an employee, contractor, or agent that the SEA, LEA, or school, or the individual acting on behalf of the SEA, LEA, or school, knows, or has probable cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law. The SEA, LEA, school, or individual acting on behalf of one of those entities would not be prohibited from following routine procedures regarding the transmission of administrative or personnel files but would be prohibited from doing more than that to help the employee obtain new employment.

Purpose

To inform all employees of iQ Academy California – Los Angeles (the "School") of the requirement to Prohibiting the Aiding and Abetting of Sexual Abuse through the provision of recommendations for a new job for an individual who engaged in sexual misconduct with a student or minor in violation of the law.

Policy Statement
A school employee, contractor, or agent of the school is prohibited from assisting another school employee, contractor or agent in obtaining a new job if the individual knows or has probable cause to believe, that such other employee, contractor, or agent engaged in sexual misconduct with a minor or student in violation of the law. Such assistance would include, but not be limited to the provision of references.

"Assisting" does not include the routine transmission of administrative and personnel files.

Exceptions to giving such assistance may only be made where the exception is authorized by the Every Student Succeeds Act Sec. 8038 (20 U. S. C. 7926).

These exceptions are:

(1)(A) the matter has been properly reported to a law enforcement agency with jurisdiction over the alleged misconduct;
(B) the matter has been properly reported to any other authorities as required by Federal, State, or local law, including Title IX of the Education Amendments of 1972 (20 U. S. C. 1681 et seq.) and the regulations implementing such title under part 106 of title 34, Code of Federal Regulations, or any succeeding regulations; and
(2)(A) the matter has been officially closed or the prosecutor or police with jurisdiction over the alleged misconduct has investigated the allegations and notified school officials that there is insufficient information to establish probable cause that the school employee, contractor, or agent engaged in sexual misconduct regarding a minor or student in violation of the law;
(B) the school employee, contractor, or agent has been charged with, and acquitted or otherwise exonerated of the alleged misconduct; or (C) the case or investigation remains open and there have been no charges filed against, or indictment of, the school employee, contractor, or agent within 4 years of the date on which the information was reported to a law enforcement agency.

All allegations must be shared with the Human Resources Administrator or designee.

If you have questions regarding this policy or your responsibilities under it, please reach out to the Head of School or Human Resources Administrator.

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

Title IX and Non-Discrimination

iQ Academy California-Los Angeles complies with the policy of the State of California to afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, equal rights, and opportunities in the educational institutions of the state. (Education Code Section 200.)

No person shall be subjected to discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid. (Education Code Section 220.) Further, iQLA does not discriminate on the basis of any protected class including but not limited to race, color, national origin, sex, age, religion, or disability in the programs or activities which it operates or the employment therein or admission thereto.

iQLA complies with applicable non-discrimination, anti-harassment and anti-bullying laws including but not limited to Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 et seq., which prohibits discrimination on the basis of sex which can include sexual harassment or sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. iQLA's policy specifically prohibits discrimination, harassment, intimidation, and bullying based on the following actual or perceived characteristics: disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, and sexual orientation. Discrimination,

harassment, intimidation, or bullying directed at someone associated with a person or group with one or more of the listed actual or perceived characteristics is also prohibited. iQLA prohibits discrimination, harassment and bullying in the school environment, whether or not it initially occurred off school grounds or outside iQLA's education programs or activities. The school environment includes school facilities, class connect sessions, and school-sponsored activities (such as extracurricular events or field trips).

iQ Academy California-Los Angeles is committed to providing a safe environment in which students can learn. As such, iQLA strives to maintain a nondiscriminatory environment protecting students from discrimination, harassment, and bullying. iQLA encourages students, parents, and staff to work together to prevent acts of harassment of any kind including bullying. If any iQLA school personnel witness an act of discrimination, harassment, intimidation, or bullying, he or she shall take immediate steps to intervene when safe to do so.

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in education programs and activities that receive federal financial assistance. All federal agencies that provide grants of assistance are required to enforce Title IX. The U.S. Department of Education gives grants of financial assistance to schools and colleges and to certain other entities, including vocational rehabilitation programs.

Examples of the types of discrimination that are covered under Title IX include sex- or gender-based harassment or bullying; the failure to provide equal opportunity in athletics; discrimination in a school's courses and programs; and discrimination based on pregnancy or parenting status. To review a comprehensive list of the Title IX issues addressed by the US Department of Education's Office of Civil Rights, please review information located here. The Title IX regulation is enforced by the Office of Civil Rights and is in the Code of Federal Regulations at **34 CFR Part 106**.

Complaints or questions regarding discrimination, harassment or bullying should be directed to the iQLA Title IX Coordinator:

Melisse Burns
50 Moreland Rd.
Simi Valley, CA 93065
(530) 421-8165
TitleIX@iqcala.com

Additionally, you may contact the Office of Civil Rights by calling 800.421.3481.

Grievance Policy [PDF]
Title IX Compliant Form [PDF]
Title IX Training [PDF]

Dissemination of Information

iQ Academy shall notify applicants for admission and employment, students, parents/guardians of elementary and secondary school students, employees, and sources of referral of applicants for admission and employment, that it does not discriminate on the basis of sex in the educational programs or activities which it operates, and that it is required by Title IX and its administrative regulations not to discriminate in such a manner. The notification shall be made in the form and manner required by law or regulation.

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.

Uniform Complaint Procedures

iQ Academy California – Los Angeles has the primary responsibility to ensure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination and complaints alleging a violation of state or federal laws governing educational programs.

iQ Academy California – Los Angeles shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedures (UCP) adopted by our local board.

Complaints must be filed in writing with the following compliance officer:

Director of Categorical Programs
50 Moreland Dr.
Simi Valley, CA 93065

Pursuant to Education Code Section 35186, iQ Academy California – Los Angeles complies with the procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities, and teacher vacancy or misassignment.
A copy of the Board-approved Uniform Complaint Procedure and/or a complaint form may be obtained, free of charge, by contacting the school office. You may also download a copy of the California Department of Education complaint form, along with a copy of the full policy and procedures from the following Web site: http://www.cde.ca.gov/re/cp/uc/index.asp.

McKinney-Vento

iQ Academy California – Los Angeles is committed to supporting school success for all students including those experiencing homelessness. Homeless students are defined as lacking a fixed, regular nighttime residence. Homeless students are provided with enrollment assistance, supplementary academic support, school-related transportation assistance, case management, and referrals to community agencies. Referrals for support can be made by teachers, school staff, and parents/guardians by contacting the homeless liaison. Disputes should be addressed using the board adopted grievance policy and/or uniform complaint procedures outlined in this handbook.

Homeless & Foster Youth Liaison
Melisse Burns
meburns@caliva.org
(530) 421-8165
50 Moreland Rd
Simi Valley, CA 93065

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.

Students in Foster Care

In an effort to provide educational stability, iQ Academy California - Los Angeles strives to assist any student who is currently placed or newly placed in foster care (either temporary or permanent custody of the state) with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district. A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside the school's established testing windows. A student who is placed in foster care and who is moved outside of the school's attendance boundaries is entitled to continue in enrollment at the school. In addition, if a student in grade 11 or 12 is transferred to another district and does not meet the graduation requirements of the transferring district, the student can request to receive a diploma from iQ Academy California - Los Angeles if he or she meets the criteria to graduate from iQ Academy California - Los Angeles.

In addition, for a student in the conservatorship of the state and likely to be in care on the day preceding the student's 18th birthday, the school will:

- Assist the student with the completion of any applications for admission or for financial aid;
- Assist in researching and applying for private or institution-sponsored scholarships;
- Identify whether the student is a candidate for appointment to a military academy;
- Assist the student in registering and preparing for college entrance examinations;
- Coordinate contact between the student and a liaison officer for students who were formerly in the conservatorship of the state.

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 4 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.

Special Education

IQ Academy offers a full continuum of special education supports and services per all applicable federal and state laws. IQ Academy delivers services based on the student's Individualized Education Program (IEP). Depending on the student, this can include general education placement with additional support and services from the special education department. There are also alternative curriculum and placement options as appropriate. For students whose IEP requires alternative placements, this can mean the school may offer options such as Special Day Classes in a nearby school district, Non-Public Schools (NPS), and/or Residential Treatment Center (RTC) placements. These services are available per the student's IEP for all students who have been identified as qualifying for special services. In compliance with the Individuals with Disabilities Education Improvement Act (IDEIA) and the California Education Code, IQ Academy

works to both identify and serve eligible children. Any parent who suspects that his or her child may have a disability should discuss his or her concerns with the child's general education teacher. Any concerns regarding services/support for a child that is already in our special education program should be directed to your child's special education case manager.

For additional support please contact:
Lydia Given
Program Specialist
lygiven@iqcala.com
50 Moreland Road
Simi Valley, CA 93065

~~_iQ Academy California - Los Angeles offers special education services within our full-inclusion, general education independent study model. These services are available for all students who have been identified as qualifying for special needs. In compliance with the Individuals with Disabilities Education Improvement Act (IDEIA) and the California Education Code, IQ CALA works to both identify and serve eligible children. The Special Education Department works with the regular education teacher, the intervention specialist, and the Student Study Team to identify and serve students with special needs. Any parent who suspects that their child may have a disability should discuss their concerns with their child's Homeroom teacher and /or request a special education parent handbook from the main office. Any Special Education needs or concerns should be directed to the Director of Special Education at the main office.~~

~~Questions, or support requests should be directed to the Special Education Program Specialist:~~
~~Marissa Probst~~
~~Program Specialist~~
~~maprobst@iqcala.com~~
~~805-387-2354~~

English Language Development Program (ELD)

Our English Language Development (ELD) Program is designed to support individuals learning English as a second language. We assess each student's proficiency level and create a personalized learning plan that focuses on reading, writing, speaking, and listening skills. Our experienced instructors provide small group classes, emphasizing practical application through speaking and listening practice, as well as developing writing and reading abilities. We integrate cultural aspects to enhance understanding and offer flexible scheduling options. Regular assessments and feedback are provided to monitor progress and guide each student's language learning journey.

IQ Academy has processes in place to identify, assess (ELPAC), reclassify (RFEP), and support English learners. Parents have the right to opt out of ELL services.

Questions, Opt out Requests, or support requests should be directed to the ELD coordinator:

Anita Garza
ELD Coordinator
agarza@iqcala.com
(916)-803-5024

Child Find

(California Education Codes 56300-56304,
34 CFR 300.111, 20 U.S.C. 1412(a)(3))

Our school strives to identify, locate, and evaluate all enrolled children who may have disabilities. Disability, as stated in IDEA, includes such conditions as hearing, visual, speech, or language impairment, specific learning disability, emotional disturbance, cognitive disability, other health or physical impairment, autism, and traumatic brain injury.

The process of identifying, locating, and evaluating these children is referred to as Child Find. As a public charter school, we will respond vigorously to federal and state mandates requiring the provision of a Free Appropriate Public Education regardless of a child's disability or the severity of the disability. In order to comply with the Child Find requirements, the school will implement procedures to help ensure that all students with disabilities, regardless of the severity of their disability, who are in need of special education and related services—are identified, located, and evaluated —including students with disabilities who are homeless or students who are wards of the state.

504 Plans

A 504 plan is a legal document falling under the provisions of the Rehabilitation Act of 1973. A 504 Plan helps a child with special health care needs to fully participate in school. Usually, a 504 Plan is used by a general education student who is not eligible for special education services. A 504 Plan lists accommodations related to the child's disability and required by the child so that he or she may participate in the general classroom setting and educational programs.

Questions, or support requests should be directed to the 504 coordinator:
Samantha Gonzalez
504 Coordinator
sajohnson-gonzalez@iqcala.com
(760)-903-4826

Related Services Transportation

Every student's IEP team will determine the need for special education and related services. Transportation is considered a related service and is required to be provided if it is necessary to assist a child with a disability to benefit from special education. In addition, as required for any special education program, the service must be provided to meet the criteria for a free, appropriate public education. If you have questions or concerns regarding your child's

transportation needs as they relate to his or her IEP, please contact your special education case manager.

Response to Instruction/Student Study Team

The first step, in response to concerns expressed by either a teacher or a parent, is to start the response to instruction (RTI) process in order to improve your child's performance. The response to instruction process is a multi-tiered approach to providing services and interventions to students who struggle with learning at increasing levels of intensity based on progress monitoring and data analysis. If response to instruction sessions are determined for a student, then sessions are mandatory to ensure students are receiving the support and scaffolding needed for targeted skills/concepts.

Implementation of the response to instruction is designed to increase support with the goal of improving long-term academic success. This process starts with in-depth screening to identify specific areas of need for students. The Student Study Team (SST) is a resource available to all iQ Academy California - Los Angeles families. The Student Study Team (SST) is designed to address parent concerns regarding their student's academic or behavioral challenges. The Student Study Team meeting provides a forum for the parent, general education teacher, additional iQ Academy California - Los Angeles 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 conference call. The process should be used as the first step in working with a specialist to help identify a student's strengths and weaknesses. 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.

Support Staff

iQ Academy California – Los Angeles is proud to offer many different levels of support and support staff to fit your student's academic needs. Should you or your child's teacher have a concern regarding your child's educational process, a referral can be made to one of our many intervention support programs.

Compass Program

The Compass Program provides information, resources, and support to students in grades TK-12 who are new to our schools and those who could benefit from additional support to meet needs related to a lack of resources or social-emotional concerns. The goal is to improve student engagement through relationship-based interventions developed collaboratively with staff, students, learning coaches, and teachers.

Compass Supports

- ***Strong Start:*** Onboarding & Orientation assistance will be provided for all new students by the Compass Team throughout the first schoolyear of enrollment.. ***Social-Emotional:***

Social-Emotional Learning opportunities are provided for all students through special assemblies, staff education, and integrated classroom activities. Additional targeted supports are provided to 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).

Accessing Additional Support

If your student is struggling, please reach out to your student's General Education or Homeroom Teacher to discuss your concerns and your student's needs. If it is determined that your student would benefit from additional targeted support, your teacher will submit a support request on your behalf. Student support requests are reviewed individually to determine best placement, and students will be assigned to work with additional staff members based on specific needs.

**The Supports outlined above do not supersede accommodations put into place under IDEA. If you feel your child needs additional supports 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.

Student Records

A student record is any item of information directly related to an identifiable student and maintained by the school or required by an employee in the performance of his/her duties. Your student's records may be viewed at any time pursuant to the Notification of Rights under Federal Education Rights and Privacy Act (FERPA). Please review the FERPA Notice located in this handbook. Please provide our Registrar with five (5) days' notice so that the record may be pulled. The record must be viewed in the presence of an iQ Academy California - Los Angeles administrative staff member.

Students who transfer into iQ Academy California – Los Angeles will complete the Release of Student Records form included in the student enrollment package. Our office will send this form to your student's previous school upon receipt in order to obtain your student's records. It is the responsibility of your previous school to mail the records to the iQ Academy California - Los Angeles offices at that time.

Should you decide to withdraw from the into iQ Academy California – Los Angeles and transfer to a new school, your new school will contact the iQ Academy California - Los Angeles offices to request your student's records and we will mail the records to them.

Should you decide to withdraw from the into iQ Academy California – Los Angeles and teach in the home, please contact our school offices and we will mail a copy of your student records to you.

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)**

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.

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 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.

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. A teacher may request a Work Permit be cancelled before the next grade check if a student is not attending school or completing class-work.

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.
- Student's 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 permit 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.

Married/Pregnant/Parenting Students

Married/Pregnant/Parenting Students

The Governing Board of IQ Academy California Los Angeles recognizes that early marriage, pregnancy, or parenting may disrupt a student's education and increase the chance of a student dropping out of school. The Board therefore desires to support married, pregnant, and parenting students to continue their education, attain strong academic and parenting skills, and promote the healthy development of their children.

The school shall not discriminate against any student based on the student's marital status, pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery.

Any education program or activity, including any class or extracurricular activity, that is offered separately to married/pregnant/parenting students shall be comparable to that offered to all students. A student's participation in such programs shall be voluntary.

Any complaint of discrimination based on pregnancy or marital or parental status shall be addressed through the school's uniform complaint procedures in accordance with 5 CCR 4600-4687.

For school-related purposes, a married student under the age of 18 years shall have all the rights and privileges of students who are 18 years old, even if the marriage has been dissolved.

The Head of School or designee shall periodically report to the Board regarding the effectiveness of district strategies to support married, pregnant, and parenting students, which may include data on participation rates in district programs and services, academic achievement, school attendance, graduation rate, and/or student feedback on district programs and services.

Pregnant and Parenting Students

Pregnant and parenting students shall retain the right to participate in any comprehensive school or educational alternative program.

When necessary, the school shall provide reasonable accommodations to pregnant and parenting students to enable them to access the educational program. A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions. For in-person school activities to the extent that the school has control of the facility, a lactating student shall have access to a private location, other than a restroom, to breastfeed or express milk for her infant child.

Should the student require a Home/Hospital placement, the school will refer to the student to her district of residence for placement.

A student may be required, based on her pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician indicating that she is physically and emotionally able to participate in an educational program or activity, if other students with physical or emotional conditions or temporary disabilities are required by the school to provide such certification.

Pregnant or parenting students may be excused for absences related to confidential medical appointments in accordance with the school's attendance policy.
The Head of School or designee shall grant a student a leave of absence due to pregnancy, childbirth, false pregnancy, termination of pregnancy, and related recovery for as long as it is deemed medically necessary by her physician. At the conclusion of the leave, the student shall be reinstated to the status she held when the leave began.
A pregnant or parenting student also may request exemption from attendance because of a related physical or mental condition or because of personal services that must be rendered to a dependent. (Education Code 48410)

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 Summit ED CA	Science K	Art K Spotlight on Music K
1st Grade	Math 1	ELA 1	Social Studies Grade 1 Summit ED CA	Science 1	Art 1 Spotlight on Music 1
2nd Grade	Math 2 Summit	ELA 2 Summit	Social Studies Grade 2 Summit	Science 2	Art 2 Spotlight on Music 2
3rd Grade	Math 3 Summit	ELA 3 Summit	Social Studies Grade 3 Summit	Science 3	Art 3 Spotlight on Music 3

4th Grade	Math 4 Summit	ELA 4 Summit	California Studies 4 Summit	Science 4	Art 4 Spotlight on Music 4
5th Grade	Math 5 Summit	ELA 5 Summit	Early American History A	Summit Science 5	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. 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
- Bader 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 the last day of the 3rd quarter of the school year.

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 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 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 Curriculum Specialist. 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 Bader 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 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 K-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 effected 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 effected 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 Newrow 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.

Parent and Family Engagement Policy

IQ Academy recognizes that, when schools and parents form strong partnerships, students' potential for educational success improves significantly. The Every Student Succeeds Act (ESSA), requires that local educational agencies and schools, conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of
parents and family members.

Parents may visit https://fw.unitymg.com/rdr/D:2784 to view the Family Engagement Policy.

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 Summit Language Arts 6 ENG06B Summit Language Arts 6	ENG07A Summit Language Arts 7 ENG07B Summit Language Arts 7	ENG08A Summit Language Arts 8 ENG08B Summit Language Arts 8
Math	MTH06AE3 Summit Math 6MTH06BE3 Summit Math 6	MTH07AE3 Summit Math 7MTH07BE3 Summit Math 7	MTH08A Summit Math 8 BridgeMTH08B Summit Math 8 Bridge
Science	SCI06ADE3 Summit Earth ScienceSCI06BDE3 Summit Earth Science	SCI07ADE3 Summit Life ScienceSCI07BDE3 Summit Life Science	SCI08ADE4 Summit Physical Science*SCI08BDE4 Summit Physical Science
History	HST06A Summit World History I CAHST06B Summit World History I CA	HST07A Summit World History II CAHST07B Summit World History II CA	HST08A Summit American History to Late 1800s CAHST08B Summit American History to Late 1800s CA
Physical Education	OTH06 Summit Physical Education 6	OTH07 Summit Physical Education 7	OTH08 Summit Physical Education 8
Art	ART07A Summit Intermediate World Art I* ART07B Summit Intermediate World Art I*	ART08A Summit Intermediate World Art II* ART08B Summit Intermediate World Art II*	ART06A Summit Intermediate American Art*

			ART06B Summit Intermediate American Art II* 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.

California Healthy Youth Act

In compliance with California state law (EC 51930-51939), all eighth graders are enrolled in Health 8 for a portion of the Spring Semester. The law requires that both comprehensive sexual health and HIV prevention education are taught once in middle school and once in high school. "Comprehensive sexual health education" means education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections (EC 51931).

"HIV prevention education" means instruction on the nature of human immunodeficiency virus (HIV) and AIDS, methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS (EC 51931).

Parents have the right to opt out of this curriculum.

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 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 for 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
- Bader 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.
- Bader 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.
- Student's 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 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 Bader (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 build 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.

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 effected 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 effected within thirty (30) business days of the date the HOS 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.

Students enrolled in iQ Academy California - Los Angeles will carry a caseload of thirty (30) credits and maintain it throughout each semester and 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.

A. History/Social Science (30 Credits)
   a. Modern World Studies
   b. Modern US History or AP US History
   c. US Government and Politics (1 semester)
   d. US and Global Economics (1 semester)

B. English (40 Credits)
   a. Literary Analysis and Composition 1
   b. Literary Analysis and Composition 2
   c. American Literature
   d. British and World Literature

C. Math (20 Credits) (Algebra 1 required)
   a. Pre-Algebra
   b. Algebra 1
   c. Geometry
   d. Algebra 2
   e. Pre –Calculus/Trigonometry
   f. Consumer Math

D. Science (20 Credits) (1yr Biology/1yr Physical)
   a. Biology
   b. Chemistry, Physics

E. World Language or Fine Art (20 credits) – minimum of 1 year of a World Language required
   a. Spanish I – III
   b. Fine Art

F. Electives (65 credits)
   a. Various electives offered

G. Physical Education (20 credits)

H. Skills for Health (5 credits)

Courses may vary year to year depending on the offerings available.

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
    c. International Business pathway
B. Information and Communication Technologies
    a. Games and Simulation Pathway
    b. Software and Systems Development pathway
    c. Information Support and Services pathway
    d. 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

Admission Requirements 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

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, 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. 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 effected 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 effected 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 heldback 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.

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 2023-2024. 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.

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Los Angeles
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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

Mental Health Referral Process

2023-2024

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 supports are 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.

Appendix

Bullying and Harassment Incident Reporting

2023-2024

Bullying and Harassment Incident Reporting Form

Please send completed form to the Academic Administrator.

Date: Time: Reporting Person:

Student Name (Target of the Bullying): SID#: Grade:

Name(s) of Alleged Bully:

On what date(s) did the incident occur?

Location of the incident?

Describe what occurred:

Witnesses: ***Names of staff or students who witnessed this incident*:**

Was administration or school staff notified of this incident? ***If yes, please indicate the administrator notified and the date and time of notification:***

Any other relevant information or details about the incident:

APPROVED

TO: IQ ACADEMY CALIFORNIA LOS ANGELES GOVERNING BOARD

BOARD REPORT #08

VIA: IQ ACADEMY CALIFORNIA LOS ANGELES STAFF

September 2024

SUBJECT: Uniform Complaint Procedures Update

PROPOSAL: It is proposed that the Governing Board of iQ Academy California approve the Uniform Complaint Procedures Update.

BACKGROUND: A complaint under the Uniform Complaint Procedures (UCP) is a written and signed statement alleging a violation of federal or state laws governing certain educational programs. The UCP covers alleged violations by local educational agencies that receive direct or indirect funding from the State to provide specific school programs, activities, or related services. A Williams Complaint, another type of UCP complaint, regards instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils, and teacher vacancy or misassignment.

Education Code Section 35186(e)(2) updated the language of the Williams requirements for teacher misassignment from, "A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20% of English learner pupil in the class." To, "A teacher who lacks credentials or training to teach English learners is assigned to teach a class with one or more English learner pupils in the class."

BUDGET IMPLICATIONS: There are no budget implications.

RECOMMENDATIONS: It is recommended that the Governing Board approve the Uniform Complaint Procedures Update.

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:** Casey Robinson **Date:** _9/13/2023_____

Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Brian Huff	X					X
Dr. Julie Mendoza	X				X	
Ben Pace	X					

ACADEMY CALIFORNIA
Los Angeles
a network k12 school

50 Moreland Road
Simi Valley, CA 93065
(805) 581-0202

Uniform Complaint Procedures (UCP)
Policies and Procedures 2023–24

Adopted by our Governing Board (here and after "the board") in September 2023.

This document contains rules and instructions about the filing, investigation, and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by IQ Academy California of federal or state laws or regulations governing educational programs.

This document presents information about how we process UCP complaints concerning programs or activities that are subject to the UCP.

A UCP complaint is a written and signed statement alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation or bullying. A signature may be handwritten, typed (including in an email), or electronically generated. Some complaints may be filed anonymously. A UCP complaint filed on behalf of an individual student may only be filed by that student or that student's duly authorized representative.

A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation or bullying in programs and activities funded directly by the state or receiving any financial assistance from the state.

If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

IQ Academy California developed the Uniform Complaint Procedures (UCP) process with policies and procedures adopted by the governing board.

According to state and federal codes and regulations, the programs and activities subject to the UCP are:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career technical and technical education and career technical and technical training programs
- Child care and development programs
- Compensatory Education
- Consolidated categorical aid programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under *Education Code (EC)* sections 200 and 220 and Government Code Section 11135, including any actual or perceived characteristic as set forth in *Penal Code* Section 422.55, 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 program or activity conducted by an educational institution, as defined in

EC Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.

- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, pupils formerly in Juvenile Court now enrolled in a school district, pupils who are migratory, and pupils participating in a newcomer program.
- Every Student Succeeds Act
- Local control and accountability plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- Schoolsite Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing
- And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate.

The programs and activities subject to the UCP in which IQ Academy California operates are:

- Accommodations for Pregnant and Parenting Pupils
- Career technical and technical education and career technical and technical training programs
- Compensatory Education
- Consolidated categorical aid programs
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under *Education Code (EC)* sections 200 and 220 and Government Code Section 11135, including any actual or perceived characteristic as set forth in *Penal Code* Section 422.55, 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 program or activity conducted by an educational institution, as defined in *EC* Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, pupils formerly in Juvenile Court now enrolled in a school district, pupils who are migratory, and pupils participating in a newcomer program.
- Every Student Succeeds Act
- Local control and accountability plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes

- Pupil Fees
- And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate.

The following complaints shall be referred to the specified agencies for appropriate resolution and are not subject to our UCP complaint procedures set forth in this document:

(a) Allegations of child abuse shall be referred to the applicable County Department of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.

(b) Health and safety complaints regarding licensed facilities operating a Child Development Program shall be referred to DSS.

(c) Employment discrimination complaints shall be sent to the State Department of Fair Employment and Housing (DFEH). The complainant shall be notified in writing in a timely manner of any DFEH transferal.

The Responsibilities of iQ Academy California

We shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations. We shall investigate and seek to resolve, in accordance with our approved UCP process, complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, bullying, or noncompliance with laws relating to all programs and activities we implement that are subject to the UCP.

The UCP Annual Notice

We disseminate on an annual basis the UCP Annual Notice which is a written notice of our approved UCP complaint procedures to all our students, employees, parents or guardians of its students, advisory committee members, appropriate private school officials or representatives, and other interested parties.

This notice may be made available on our website and shall include the following:

- information regarding allegations about discrimination, harassment, intimidation, or bullying;
- the list of all federal and state programs within the scope of the UCP;
- the title of the position whose occupant is responsible for processing complaints, and the identity(ies) of the person(s) currently occupying that position, if known;
- a statement that the occupant responsible for processing complaints is knowledgeable about the laws and programs that they are assigned to investigate;
- a statement that in order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the *Health and Safety Code (HSC)* a notice, separate from the UCP Annual Notice, shall be posted in each California state preschool program classroom in each school in the local educational agency (LEA) notifying parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the *California Code of Regulations (5 CCR)* apply to California state preschool programs pursuant to *HSC* Section 1596.7925, and (2) the location at which to obtain a form to file a complaint.

Filing UCP Complaints

All UCP complaints shall be filed no later than one year from the date the alleged violation occurred.

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Krista Mount
Director of Categorical Programs
iQ Academy California
50 Moreland Road
Simi Valley, CA 93065
(805)581-0202

A pupil fee includes a purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed with the principal of a school or with our superintendent or their designee. A pupil fees complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that we adopted. An LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

We advise complainants of the right to pursue civil law remedies that may be available under state or federal discrimination, harassment, intimidation, or bullying laws, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may also be available to complainants.

Investigating UCP Complaints

The UCP complaint investigation is our administrative process for the purpose of gathering data regarding the complaint. We provide an opportunity for complainants and/or representatives to present evidence or information.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by iQ Academy California to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

We ensure that complainants are protected from retaliation.

We investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group. Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or

bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

UCP Complaint Resolution

We will thoroughly investigate the UCP complaint and issue a written Investigation Report to the complainant within 60 calendar days from the date of the receipt of the complaint unless the complainant agrees in writing to an extension of time.

This Investigation Report will contain the following elements:

- the findings of fact based on the evidence gathered;
- a conclusion that provides a clear determination for each allegation as to whether we are in compliance with the relevant law;
- corrective actions if we find merit in a complaint:
  - for complaints regarding Pupil Fees; LCAP; Physical Education Instructional Minutes, or Course Periods without Educational Content, the remedy shall go to all affected pupils, parents, and guardians,
  - for all other complaints within the scope of the Uniform Complaint Procedures the remedy shall go to the affected pupil,
  - With respect to a Pupil Fees complaint, corrective actions shall include reasonable efforts to ensure full reimbursement to all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint.
- a notice of the complainant's right to appeal our Investigation Report to the Department of Education (CDE); and
- the procedures to be followed for initiating an appeal to the CDE.

UCP Complaint Appeal Process

An appeal is a written and signed request by the complainant to the CDE seeking review of an LEA (charter school) Investigation Report that was issued in response to a properly filed complaint. A signature may be handwritten, typed (including in an email), or electronically generated.

The complainant may appeal our Investigation Report of a UCP complaint to the CDE by filing a written appeal within 30 calendar days of the date. To request an appeal, the complainant must specify and explain the basis for the appeal, including at least one of the following:

- iQ Academy California failed to follow its complaint procedures, and/or
- the Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or
- the material findings of fact in the Investigation Report are not supported by substantial evidence, and/or
- the legal conclusion in the Investigation Report is inconsistent with the law, and/or
- in a case in which we were found in noncompliance, the corrective actions fail to provide a proper remedy.

The appeal shall be sent with: (1) a copy of the locally filed complaint; and (2) a copy of the LEA Investigation Report.

All complaints and responses are public records.

Legal References

20 *United States Code (20 U.S.C.)* Section 6301 et seq.

34 *Code of Federal Regulations (34 CFR)* Sections 106.8, 34 CFR 299.10–13

California *Education Code* (*EC*) Sections 200, 201, 210.1, 210.3, 220, 221.1, 222, 234.1, 260, 3031, 8200–8498, 8235.5, 8235–8239.1, 8261, 8482–8484.65, 8500–8538, 17002(d), 17592.72, 33126(b)(5)(A), 33126(b)(5)(B), 33315, 35161, 35186, 46015, 48645.7, 48853, 48853.5, 48987, 49010–49013, 49069.5, 49531, 49556, 51210, 51222, 51223, 51225.1-3, 51228.1–51228.3, 52059, 52075, 52300-52462, 52334.7, 52355, 52451, 52460–52462, 52500-52617, 54440–54445, 54445, 56100(a), 56100(j), 60010, 64001, 65000.

California *Government Code (GC)* Sections 11135, 11136

California *Penal Code (PC)* Section 422.55

California *Code of Regulations Title 5 (5 CCR)* Sections 4600–4640, 4690–4694

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Uniform Complaint Procedures (UCP) Annual Notice 2023-2024

IQ Academy California schools annually notify our students, employees, parents, or guardians of its students, the advisory committees, and other interested parties of our Uniform Complaint Procedures (UCP) process.

The UCP Annual Notice is available on our website.

We are primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation, or bullying against any protected group, and all programs and activities that are subject to the UCP.

Programs and Activities Subject to the UCP

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, 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 program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- Schoolsite Councils

- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

Filing a UCP Complaint

A UCP complaint shall be filed no later than one year from the date the alleged violation occurred.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by our agency.

A pupil enrolled in any of our public schools shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint may be filed with the principal of a school or our superintendent or their designee.

A pupil fee or LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

Responsibilities of iQ Academy California

We shall post a standardized notice, in addition to this notice, with educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, and pupils formerly in Juvenile Court now enrolled in a school district.

We advise complainants of the opportunity to appeal an Investigation Report of complaints regarding programs within the scope of the UCP to the Department of Education (CDE).

We advise complainants of civil law remedies, including injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable.

Copies of our UCP procedures shall be available free of charge.

Contact Information

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Krista Mount
Director of Categorical Programs
iQ Academy California
50 Moreland Road
Simi Valley, CA 93065
(805) 581-0202

The above contact is knowledgeable about the laws and programs that they are assigned to investigate at iQ Academy California.

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Williams Complaint Policies and Procedures 2023–24

Adopted by our Governing Board (here and after "the board") in September 2023.

This document contains rules and instructions about the filing, investigation, and resolution of a Williams complaint regarding alleged deficiencies related to instructional materials, the condition of a facility that is not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment.

iQ Academy California adopted the Uniform Complaint Procedures (UCP) process in accordance with Chapter 5.1 (commencing with Section 4680) of the *California Code of Regulations*, Title 5, to resolve Williams complaints. This document presents information about how we process complaints concerning Williams Settlement issues. A UCP complaint is a written and signed statement by a complainant alleging a violation of state laws or regulations. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of state laws or regulations, regarding alleged deficiencies related to instructional materials, the condition of a facility that is not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. If a complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

The Responsibility of iQ Academy California

iQ Academy California is required to have local policies and procedures that enable Williams Complaints to be handled through our UCP process, to post a classroom notice informing parents, guardians, pupils, and teachers of their rights to file a Williams complaint on the charter school's website, and to provide a complaint form for Williams complaints regarding alleged deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment.

If a response is requested by the complainant, the response will go to the mailing address of the complainant indicated on the complaint.

If *Education Code* Section 48985 is applicable and 15 percent or more of the pupils in grades K–12 enrolled in our charter school speak a language other than English, the Williams Complaint Classroom Notice and the Williams Complaint Form shall be written in English and in the primary language of the complainant. The complaint response, if requested, and the final report shall be written in English and the primary language in which the complaint was filed.

A Williams Complaint about problems beyond the authority of the school principal shall be forwarded in a timely manner, but will not exceed 10 working days, to the appropriate charter school official for resolution.

The principal or the designee of the charter school, as applicable, shall make all reasonable efforts to investigate any problem within his or her authority.

The principal, or, where applicable, the head of school or his or her designee shall remedy a valid complaint within a reasonable time period but not to exceed 30 working days from the date the complaint was received.

The principal, or where applicable, the head of school or his or her designee, shall report to the complainant the resolution of the complaint within 45 working days of the initial filing if the complainant identifies himself or herself and requests a response.

The principal makes this report; the principal shall also report the same information in the same timeframe to the head of school or his or her designee.

The charter school shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school.

The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school.

The report shall include the number of complaints by the general subject area with the number of resolved and unresolved complaints.

The complaints and responses shall be available as public records.

The Williams Complaint Classroom Notice

We make sure that the Williams Complaint Classroom Notice is posted on the school website and includes:

- The parents, guardians, pupils, and teachers,
- a statement proclaiming sufficient textbooks and instructional materials,
- a statement that school facilities must be clean, safe, and maintained in good repair,
- a statement that there should be no teacher vacancies or misassignments, and
- the location at which to obtain a form to file a complaint in case of a shortage.

The Williams Complaint Form

We make sure that the Williams Complaint form is available for parents, guardians, pupils, and teachers to use. The charter school is virtual and currently has no school sites for students.

The Williams Complaint form shall include:

- A section to indicate if a response is requested,
- a section for contact information including mailing address if a response is requested.
- a statement that a pupil, including an English Learner, does not have standards - aligned textbooks or instructional materials or state adopted or charter school adopted textbooks or other required instructional materials to use in class.
- a statement that a pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- a statement that textbooks or instructional materials are in poor or unusable condition, having missing pages, or are unreadable due to damage.
- a statement that a pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.
- a statement that a condition poses an urgent or emergency threat to the health or safety of pupils or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air - conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin

infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the charter school determines appropriate.

- a statement that a school restroom has not been maintained or cleaned regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, and towels or functional hand dryers.
- a statement that the school has not kept all restrooms open during school hours when pupils are not in classes, and has not kept a sufficient number of restrooms open during school hours when pupils are in classes. This does not apply when temporary closing of the restroom is necessary for pupil safety or to make repairs.
- a statement that a semester begins and a teacher vacancy exists. (A position to which a single designated certificate employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one - semester course, a position of which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester).
- a statement that a teacher who lacks credentials or training to teach English Learners is assigned to teach a class with one or more English Learners pupils in the class.
- a statement that a teacher is assigned to teach a class for which the teacher lacks subject matter competency.
- a section to identify the location of the school in which the alleged violation took place,
- a section to identify the course or grade level, if applicable,
- a section where the complainant describes the specific nature of the complaint in detail,
- a statement that the complainant may include as much text as the complainant feels is necessary, and
- a statement identifying the place to file the complaint that includes the office and address of the principal or his/her designee of the school in which the alleged violation took place.

Filing a Williams Complaint with the iQ Academy California

A Williams complaint shall be filed with the principal of the school or his or her designee, in which the complaint arises.

A Williams complaint may be filed anonymously.

The complainant need not use the Williams Complaint form to file a complaint.

How to Appeal a Williams Complaint

A complainant who is not satisfied with the resolution of the principal or the head of school or his or her designee, involving deficiencies related to instructional materials, the condition of a facility that is not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment, has the right to describe the complaint to the governing board of the school at a regularly scheduled meeting of the governing board.

A complainant who is then not satisfied with the resolution proffered by the principal, or the head of school or his or her designee, involving a condition of a facility that poses an emergency or urgent threat, as defined in paragraph (1) of subdivision (c) of *EC* Section 17592.72, has the right to file an

appeal to the State Superintendent of Public Instruction at the California Department of Education (CDE) within 15 days of receiving the report.

Conditions that pose an emergency or urgent threat (not cosmetic or nonessential) to the health and safety of pupils or staff while at school include the following:

- Gas leaks.
- Nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems.
- Electrical power failure.
- Major sewer line stoppage.
- Major pest or vermin infestation.
- Broken windows or exterior doors or gates that will not lock and that pose a security risk.
- Abatement of hazardous materials previously undiscovered that pose an immediate threat to pupil or staff.
- Structural damage creating a hazardous or uninhabitable condition.

In regards to the resolution proffered by the principal, or the head of school or his or her designee, involving a condition of a facility that poses an emergency or urgent threat, the complainant shall comply with the appeal requirements of 5 *CCR* Section 4632.

A complainant may appeal the Decision of an emergency or urgent threat to the CDE by filing a written appeal within 15 days of receiving the Decision.

The complainant shall specify the basis for the appeal of the Decision and whether the facts are incorrect and/or the law is misapplied.

The appeal shall be accompanied by:

1. A copy of the original locally filed complaint; and
2. A copy of our Decision of this original locally filed complaint.

Legal References

EC sections 1240, 17592.72, 35186, 48985, 60640.

California *Code of Regulations* (*CCR*), Title 5 sections 4680–4687.

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Williams Complaint Classroom Notice

Notice to Parents, Guardians, Pupils, and Teachers

2023–24

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credentials to teach the class, including the certification required to teach English learners if present.

   Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

   Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.
4. A complaint form may be obtained at the school office or downloaded from the school's website.

   You may also download a copy of the Sample Williams Complaint Form in English and in other languages from the California Department of Education website.

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Williams Complaints Form

California *Education Code (EC)* Section 35186 created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response, you must provide the following contact information.

Is a response requested – yes or no?

Name:

Mailing Address:

Email Address:

Phone Number:

Issue of complaint:

Textbooks and Instructional Materials

- ☐ A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.
- ☐ A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- ☐ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- ☐ A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

Facility Conditions

- ☐ A condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.
- ☐ A school restroom has not been maintained or cleaned regularly, is not fully operational and has not been always stocked with toilet paper, soap, and paper towels or functional hand dryers.
- ☐ The school has not kept all restrooms open during school hours when pupils are not in classes and has not kept a sufficient number of restrooms open during school hours when pupils are in classes.

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Teacher Vacancy or Misassignment

- ☐ Teacher vacancy - A semester begins, and a teacher vacancy exists. (A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.)
- ☐ Teacher misassignment - A teacher who lacks credentials or training to teach English learners is assigned to teach a class with one or more English learner pupils in the class.
- ☐ Teacher misassignment - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Date of Problem:

Location of problem:

School name:

Address:

Course or Grade Level and Teacher Name:

Describe the complaint in detail. You may attach additional pages if necessary to fully describe the situation.

File this complaint with the following:

Krista Mount
Director of Categorical Programs
iQ Academy California
50 Moreland Road
Simi Valley, CA 93065

A complaint about problems beyond the authority of the principal shall be forwarded within 10 working days to the appropriate school official for resolution.