iLEAD San Fernando Valley Charter Petition
for a Five-Year Term
(July 1, 2018 – June 30, 2023)

Submitted to the Los Angeles Unified School District
Board of Education
January 11, 2018
TABLE OF CONTENTS
ASSURANCES, AFFIRMATIONS AND DECLARATIONS

iLEAD San Fernando Valley Charter School (also referred to herein as “iLEAD San Fernando Valley” and “Charter School”) shall:

Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)

Not charge tuition. (Ed. Code § 47605(d)(1).)

Not discriminate against any pupil 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. (Ed. Code § 47605(d)(1); Ed. Code § 220.)

Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)

Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)

Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)

If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)

Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with
the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances, Affirmations, and Declarations section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
ELEMENT 1: THE EDUCATIONAL PROGRAM

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

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)

“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)

GENERAL INFORMATION

1. GENERAL INFORMATION TABLE

<table>
<thead>
<tr>
<th>GENERAL INFORMATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The contact person for Charter School is:</td>
<td>Farnaz Mobasheri Kaufman, Site Director</td>
</tr>
<tr>
<td>The contact address for Charter School is:</td>
<td>17500 Burbank Blvd, Encino, CA 91316</td>
</tr>
<tr>
<td>The contact phone number for Charter School is:</td>
<td>818.697.8255</td>
</tr>
<tr>
<td>The proposed address or target community of Charter School is:</td>
<td>Encino, Van Nuys, Pacoima</td>
</tr>
<tr>
<td>This location is in LAUSD Board District:</td>
<td>3, 4 and 6</td>
</tr>
<tr>
<td>This location is in LAUSD Educational Service Center:</td>
<td>North</td>
</tr>
<tr>
<td>The grade configuration of Charter School is:</td>
<td>TK-12</td>
</tr>
<tr>
<td>The number of students in the first year will be:</td>
<td>785</td>
</tr>
<tr>
<td>The grade level(s) of the students in the first year will be:</td>
<td>TK-10</td>
</tr>
<tr>
<td>The scheduled opening date of Charter School is:</td>
<td>August 21, 2018</td>
</tr>
<tr>
<td>The enrollment capacity is:</td>
<td>1050</td>
</tr>
<tr>
<td>(Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).</td>
<td></td>
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<tr>
<td>The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:</td>
<td>Traditional/Single track</td>
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iLEAD San Fernando Valley 4
The bell schedule for Charter School will be:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK/K:</td>
<td>8:15-12:55</td>
</tr>
<tr>
<td>1-3:</td>
<td>8:15-3:00</td>
</tr>
<tr>
<td>4-8:</td>
<td>8:30-3:30</td>
</tr>
<tr>
<td>9-12:</td>
<td>8:00-3:40</td>
</tr>
</tbody>
</table>

The term of this charter shall be from: July 1, 2018 – June 30, 2023

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e,))

**ACADEMIC CALENDAR AND SCHEDULES**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

**MATHEMATICS PLACEMENT**

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

**TRANSITIONAL KINDERGARTEN**

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School’s admissions, enrollment, and lottery.

**HIGH SCHOOL EXIT EXAMINATION**

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

**WASC ACCREDITATION**

ILEAD San Fernando Valley
If Charter School serves students in grades 9-12, before Charter School graduates its first class of
students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and
Colleges (WASC) accreditation.

**ENGLISH LEARNERS**

Charter School shall identify potential English Learners in a timely manner in accordance with all
applicable legal requirements. Charter School must provide all English Learners with an effective English
language acquisition program that also affords meaningful and equitable access to Charter School’s core
academic curriculum. Instructional plans for English Learners must be (1) based on sound educational
theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3)
periodically evaluated to make sure the program is successful and modified when the program is not
successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter
Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the
LAUSD English Learner Master Plan or Charter School’s own English Learner (EL) Master Plan. If Charter
School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of
Charter School’s EL program, and shall address the following:

- How Charter School’s EL Master Plan provides all of its English Learners, including but not
  limited to Long Term English Learners (LTELs) with an effective English language acquisition
  program as well as meaningful and equitable access to Charter School’s core academic
  curriculum
- How English Learners’ specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this
  evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness
of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the
CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state
requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited
English proficiency of important information regarding Charter School matters to the same extent as
other parents.

**STUDENTS WITH DISABILITIES**

**Federal Law Compliance**

iLEAD San Fernando Valley
Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program
Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School’s inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a “school of the district” for special education services, Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPAs”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

SELPAs Reorganization
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements
All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in
LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- **End of Year Suspension**
  
  District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data**
  
  The standard file including District ID.

- **Norm day**
  
  District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS**

- **All Students enrolled as of December 1 of each school year**
  
  District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **Dropout**
  
  District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district.

- **Monthly SESAC and Suspension data**

- **Graduation roster from all charter schools with 12th grade students with disabilities**

The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.
iLEAD San Fernando Valley (“iLEAD SFV” or “Charter School”) will be a site-based TK-12 charter school located in the San Fernando Valley region of Los Angeles. The school will be operated by iLEAD California Charters 1, Inc. (“ICC1”), a California public benefit corporation with 501(c)(3) status from the IRS. The iLEAD SFV Founding Team has successfully operated California charter schools for almost 10 years, including both site-based and independent study schools. iLEAD’s independent study schools includes the option of a “hybrid” model in which independent study learners are scheduled for site-based time each week (typically two days each week) to engage in iLEAD’s acclaimed Project-Based Learning (PBL) approach with their peers and our expert facilitators (aka credentialed teachers).

The iLEAD model is based on approaching each learner as a whole child, each with unique needs, talents, interests and goals. Our terminology – “learners” and “facilitators” reflects the vision that learners are in the driver’s seats of their own education, “facilitated” by competent and caring adults (i.e., “the guide on the side” versus the “sage on the stage” approach to education). At iLEAD SFV, all learners in grades TK-12 will have access to a rigorous, WASC-accredited, standards-based and – for high school -- UC/CSU A-G aligned course of study that encourages deeper thinking through:

- self-directed learning with students taking age-appropriate responsibility and exercising autonomy in their daily learning activities;
- engaging, hands-on constructivist and Project-Based Learning activities that incorporate the arts, technology, world languages and health and fitness; and
- support for learners’ social-emotional development.

Our personalized approach to learning, with Individual Learning Plans (ILPs) developed for each learner that guides their learning each semester, along with comprehensive support from our “Care Team” staff for our students with special needs (including special education, English Learners, GATE and other needs) is designed to meet the learner with “just right” instruction, rather than expecting the learner to meet the needs of the school.

**CURRENT iLEAD EDUCATION SCHOOLS**

As a nationally-recognized expert in PBL and personalized learning, iLEAD Education has attracted families looking for alternative educational experiences for their children. According to the renowned

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1 The iLEAD organization currently is in the process of a comprehensive restructuring and reorganization effort, both to employ best practices in charter school operations across multiple sites, and to meet changing legal requirements and the demands of different authorizers both within and outside of California. iLEAD Education, Inc. was established in August 2017 to help facilitate this process. As detailed in Element 4: Governance, iLEAD Education, Inc. is the sole statutory member of iLEAD California Charters 1, as well as other affiliates under the iLEAD umbrella that hold the charters to other schools authorized outside of LAUSD. In the event this corporate restructuring process in any way results in potential changes to the governance or operational structure as proposed in this charter petition, iLEAD staff will collaborate with Charter Schools Division staff to determine if a Material Revision to the charter is required. For purposes of simplicity, we refer generally to “iLEAD Education” as the broader organization that encompasses all iLEAD operations. In any event, the Petitioner desires a governance structure that can be supported by the CSD staff.

2 For example, at iLEAD Encino, we have an estimated five learners who are transitioning and approximately 15 who identify as lesbian, gay or bisexual (out of 425 total TK-8th grade students). Many of these families indicated that they enrolled with that charter because iLEAD is a safe and welcoming place for these youth. Transitioning
Dr. Thom Markham, founder and CEO of PBL Global and the man who literally “wrote the book” on PBL for the Buck Institute of Education, iLEAD is adding a substantial value to the PBL movement:

> Many project-based learning schools focus on the core tenets of 21st century learning, including personalization, authenticity, learner-center inquiry, and deeper learning revolving around a blend of skills with academic content. However, PBL teachers often find themselves constrained by the legacy of the past, either by continuing to place higher value on content mastery rather than skills, or by teaching skills without addressing the underlying child development practices that foster healthy, skillful adults. In this regard, iLEAD has broken new ground for PBLB and emerged as a leading network that advocated – and practices – an integrative, ‘whole child’ model incorporating service, social emotional learning, and true personalization. This emerging model of PBL is not only a response to the concerns and priorities of the broader world but a necessary advance on the practice of project-based learning and inquiry-based instruction. The next challenge is to build out a respectable, accountable, replicable method for the model and to disseminate it nationally and globally. iLEAD has risen to this challenge by putting in place practices and best methods that represent the future of project based learning and provide a road map for other networks and schools to follow.

> --Dr. Thom Markham (April 24, 2016)

iLEAD has earned a reputation in the Greater Los Angeles area in particular for being a welcoming and engaging school model for students with special needs, gifted students, those who learn differently and students who have not had success in traditional schools (including a significant number due to social/peer issues, including LGBTQ youth and others who have experienced bullying). Since iLEAD originally was co-founded in 2008 by Dawn Evenson and Amber Raskin, we have grown to now include more than 3,500 students and 500 staff, with large wait lists (more than 600 for our current Encino program alone) and demands for further expansion into new communities.

Although not directly affiliated with iCC1, the petitioner here for iLEAD SFV, other iLEAD Education affiliated schools include:

- **Santa Clarita Valley International Charter School (SCVi):** Founded in 2008, today serves 910 students in grades TK-12 as a site-based school, authorized by the William S. Hart School District and WASC-accredited. Enrollment is 30% Hispanic/Latino, 4% African American, 3% Asian/Pacific Islander, 52% White and 12% Multi/Other; 28% of students qualify for Free or Reduced Price Lunch (FRPL), 5% are English Learners (EL), 13% Special Education (SpEd) and 1% homeless/foster youth. SCVi has achieved a graduation rate of 89.2%-92.9% in each of the last three years, with 100% of graduates meeting UC/CSU A-G requirements. On the 2017 CA Assessment of Student Performance and Progress (CAASPP), SCVi’s students in grades 3-8 and 11 were 43.01% Met/Exceeded in ELA and 26.35% Met/Exceeded in Math – on par with LAUSD and County scores:

Family, an LA-based, volunteer-run family support group for children, adolescents and their families to explore gender identity, has recommended iLEAD to families several times.
• **iLEAD Lancaster:** Founded in 2012, today serves 706 students in grades TK-8 as a site-based school, authorized by the Lancaster Elementary School District. Enrollment is 36% Hispanic/Latino, 22% African American, 1% Asian/Pacific Islander, 27% White and 14% Multi/Other; 81% students qualify for FRPL, 6% are EL, and 14% are SpEd. On the 2017 CAASPP, iLEAD Lancaster students scored 21.76% Met/Exceeded in ELA and 8.52% in Math. While these rates are lower than County and LAUSD averages, we are encouraged by the fact that our students show steady growth over time, with mean scale score increases for each grade level almost every year consistently, and our middle grades students are on par with or outperform their peers at the nearby traditional middle school in both ELA and Math.

• **iLEAD Hybrid:** Founded in 2015 as independent study school, authorized by the Acton-Agua Dulce Unified School District, is WASC-accredited and currently enrolls a total of 2,845 learners in several programs:
  - **iLEAD Antelope Valley:** grades TK-6, 364 students, “hybrid” model independent study with scheduled learning studio time for project-based learning and other classroom and community learning experiences. Enrollment is 70% non-white, 56% FRPL, 6% EL, 9% SpEd.
  - **iLEAD Encino:** grades TK-8, 425 students, “hybrid” model I.S. with scheduled learning studio time; enrollment 71% white, 22% FRPL, 1% EL, 14% SpEd.
  - **iLEAD NoHo:** grades 9-12, 311 students, “hybrid” model I.S. with scheduled learning studio time; enrollment 68% white, 35% FRPL, 3% EL, 17% SpEd.

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3 See, e.g., https://caaspp.cde.ca.gov/sb2017/ChangeReport?ps=true&lstTestYear=2017&lstTestType=B&lstGroup=1&lstCounty=19&lstDistrict=64667-0125559&lstSchool=0125559&lstGrade=7
4 See https://caaspp.cde.ca.gov/sb2017:
- **iLEAD Pacoima:** grades TK-8, 239 students, “hybrid” model I.S. with scheduled learning studio time; enrollment 96% non-white (86% Hispanic/Latino, 8% African American), 95% FRPL, 39% EL, 19% SpEd.

- **iLEAD Exploration:** a WASC-accredited “home school” independent study program that allows families to work alongside state certified, credentialed teachers to develop a personalized learning plan customized to each learner. Enrollment of 1506 learners in TK-12, 42% non-white, 18% FRPL, 1% EL, 10% SpEd.

Across all of iLEAD Hybrid, we had a 2017 graduation rate of 89.19% (and 91% in 2016) and A-G completion rate of 62.3%. This compares with the Los Angeles Countywide graduation rate of 81.6% and A-G rate of 49.6% in 2016. On the 2017 CAASPP our learners scored 45.4% Met/Exceeded in ELA and 24.73% in Math – on par or higher than LAUSD and LA County averages.

![ENGLISH LANGUAGE ARTS/LITERACY](https://caaspp.cde.ca.gov/sb2017/CompareReport)

- **iLEAD Empower Generations:** Founded in 2016 and authorized by AAUSD, this innovative alternative model secondary school program was established to support pregnant and parenting teens (mothers and fathers) through a unique trauma-informed wraparound approach to schooling and support, with the flexibility of an independent study model and intensive site-based supports. Enrollment currently includes 65 learners: 86% FRPL; 56% Hispanic/Latino, 32% African American, 11% American Indian/Alaskan Native; 13% EL and 18% foster/homeless youth. In 2017, eight students (out of 18 12th graders) graduated; two currently are enrolled in college.

*As explained below, these three locations – iLEAD Encino, iLEAD NoHo and iLEAD Pacoima – were all previously sites of a charter school operated by another charter school operator. They are located across four current sites within LAUSD boundaries and with this petition, will become iLEAD SFV.*

**REQUEST FOR LAUSD AUTHORIZATION**

As a result of the California Appellate Court’s October 2016 decision in *Anderson Union High School District v. Shasta Secondary Home School*, iLEAD, like many independent study charter operators across the state, is in the process of re-organizing and re-structuring operations to ensure compliance with this new interpretation of the law regarding the locations of charter school facilities.
As noted above, three programs under our iLEAD Hybrid charter operate learning centers within the boundaries of LAUSD (which will cease operating under that charter at the end of this school year), including a total of four locations:

- iLEAD Encino/Primary Learning Studio: 17500 Burbank Blvd., Encino, 91316
- iLEAD Encino/Intermediate Learning Studio: 17400 Vanowen Street, Van Nuys, CA 91406
- iLEAD NoHo: 14701 Friar Street, Van Nuys, 91411
- iLEAD Pacoima: 11251 North Glenoaks Blvd, Pacoima 91331

Authorization History

The iLEAD Encino, iLEAD NoHo and iLEAD Pacoima locations, which will form the sites of this iLEAD SFV charter, were formerly locations of other charter schools operated by an entity called Academy of Arts and Sciences (AAS). Neither ICC1, iLEAD Education, nor any of its affiliates are related in any way to AAS.

In 2014, prior to the Shasta decision, we understand AAS sought authorization from AAUSD for four separate charters that would have locations within LAUSD boundaries:

- CalSTEAM, a TK-8 independent study program to be located at the Burbank Blvd. facility – and ultimately also located at Vanowen when demand for the school greatly outpaced capacity at Burbank Blvd. – and
- Valley Prep K-5, Valley Prep 6-8 and Valley Prep 9-12 (three separate charters) that also would be located at two facilities.

LAUSD sued AAS and AAUSD for violation of the Charter Schools Act regarding the three Valley Prep charters (but not the AAS independent study charter) for failure to comply with the notice requirements to LAUSD prior to authorization of these charters, despite the apparent intention to locate site-based charters within LAUSD boundaries. We understand that a settlement agreement was reached in July 2015 in which AAS ceased operating these three site-based charters.

When AAS ceased operating the above Valley Prep charters, staff from those schools approached iLEAD and asked if iLEAD could come in and operate schools for the same students and families under an iLEAD charter. The site director of the CalSTEAM independent study program similarly inquired about joining iLEAD’s team. iLEAD wanted to do the right thing by the families and staff of these schools. At the same time, iLEAD was aware that LAUSD had filed litigation against AAUSD and AAS for the site-based charters, and so iLEAD agreed to open the sites as independent study learning centers only, under its newly authorized iLEAD Hybrid charter. At no time did iLEAD form any kind of partnership, merger or take-over of AAS.

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5 We understand the charter petition was called Academy of Arts and Sciences Los Angeles yet launched under the operating name CalSTEAM (https://www.cde.ca.gov/SchoolDirectory/details?cdscode=19753090130773).
6 As LAUSD is aware, during 2015, 2016 and into 2017 it was unclear what the courts would ultimately decide with regard to in-county out-of-district resource centers of non-classroom based schools. During this timeframe, iLEAD was doing its best, with regular consultation with counsel, to make sure it was operating all of its non-classroom based learning centers lawfully. The iLEAD organization has been, and will continue to be fully transparent to all communities and districts where it operates. Here, ICC1 seeks to be an educational partner with LAUSD and obtain local authorization for iLEAD Encino, NoHo and Pacoima that are within LAUSD. The operations, finances, and contractual relationships of iLEAD SFV will be fully open and transparent.
Facilities History

Because of the history described above, iLEAD did not originally locate or secure the four locations that are located within LAUSD boundaries. Rather, AAS entered into long-term facilities agreements for each location. In the summer of 2015, when iLEAD agreed to open the sites as independent study learning studios of its own charter, iLEAD entered into sublease agreements with AAS for the Friar Street and Burbank Blvd. locations, and entered in a lease directly with the Boys & Girls Club in Pacoima and the Vanowen property owners.

Following the Shasta decision, on February 27, 2017, LAUSD sent iLEAD a “cease and desist” notice pursuant to the Shasta decision requesting that iLEAD cease operations of its independent study learning centers within LAUSD boundaries. Prior to this time, LAUSD had not made any such request of iLEAD. iLEAD leadership immediately met with CSD staff in March 2017 and conveyed its intent to submit a charter to LAUSD for local authorization of these locations. In the meantime, iLEAD diligently secured a waiver from the State Board of Education to continue its independent study operations during the 2017-18 calendar year.

iLEAD did not partner or “merge” with AAS

When iLEAD agreed to open the Pacoima, NoHo and Encino sites as independent study learning centers of the iLEAD Hybrid charter, the AAS site directors left AAS and were hired by iLEAD, and all other teachers/staff were encouraged to apply for a new position with iLEAD. Families with students enrolled in AAS were informed of the opportunity to enroll in the iLEAD Hybrid independent study program with site-based supports and activities, and we believe the majority did choose to enroll. However, at no time did iLEAD form any kind of partnership, merger or take-over of AAS. Other than the subleases of the Friar Street and Burbank Blvd. locations (AAS had signed long-term leases with each), iLEAD has had no financial transactions with AAS or its successor, Compass Schools.7 One of AAS’ lead staff persons who originally initiated contact with iLEAD, Lonnie Yancsurak, left AAS and was hired by iLEAD, but his employment with iLEAD ended within 90 days.

iLEAD NoHo/Valley International Prep

When iLEAD opened its independent study learning center at the NoHo location under the iLEAD Hybrid charter, it did not go as smoothly as we hoped. As explained above, AAS had previously operated a NoHo location as part of its site-based Valley Prep charter (also called VIP), which was forced to close. When iLEAD opened the NoHo site as a resource center of its non-classroom based iLEAD Hybrid charter, many of the former AAS staff joined iLEAD so they could stay at the same location, but the two schools (the former AAS school and iLEAD Hybrid) were not mission-aligned. Some of the iLEAD staff who had come from AAS wanted to return to the Valley Prep model.

In December 2017, LAUSD authorized a site-based charter submitted by some of the iLEAD staff at the NoHo location for a new Valley Prep charter (now Valley International Prep High School). Valley

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7 iLEAD currently is making efforts to transfer AAS’s original 10-year leases directly to iLEAD, rather than continuing to sublease. It is our understanding that AAS/Compass has not received any excess revenue or “profit” from the subleases and rather, is a paper “middle man” for the sublease.
International Prep High School will be a separate charter school and separate educational model from iLEAD SFV, at a new site. Meanwhile, we are excited to re-energize the iLEAD model at our iLEAD NoHo site.

**iLEAD Encino and Pacoima**

When iLEAD opened its independent study learning centers at the Encino and Pacoima locations, the process was smooth. As new learning centers under iLEAD Hybrid, all staff participated in three weeks of summer professional development in 2015, and two weeks each summer since, along with ongoing weekly professional development and training focused on iLEAD policies and procedures, curricula and assessments. iLEAD has always provided comprehensive academic and operational support to its charter schools.

As explained above, AAS previously operated the Encino location as an independent study school with a PBL model, and so iLEAD’s operation of the Encino location as an independent study learning center was quite smooth. Notably, AAS previously operated the Pacoima location as a site-based location and so iLEAD’s operation of the Pacoima location as an independent study learning center has not been as successful in terms of state test scores. Most of the families who were previously enrolled in AAS’ site-based Pacoima program (95% of whom qualify for FRPL and 39% of whom are EL) chose to enroll in iLEAD’s independent study. The passion of the families, learners and staff at this school site is significant, and the program has the full support of the Boys & Girls Club of SFV (which leases the facility to iLEAD). Notwithstanding lower test scores than our Encino location, there are several families who will attest to the fact that iLEAD Pacoima has literally changed their families’ lives, and that the program’s focus on the “whole child,” social emotional learning and leadership skills, teaching children how to learn through PBL, and more have dramatically changed the trajectory of their children’s education. We are confident that a return to a comprehensive site-based program is what this location needs.

**RESPONSE TO CSD FINDINGS ON THE ORIGINAL iLEAD PETITION SUBMISSION**

In October 2017, iLEAD Encino’s current director, Farnaz Mobasheri Kaufman, submitted a charter petition to LAUSD under the name iLEAD Encino, which was proposed to be operated by a new nonprofit corporation called iLEAD Encino.8 Charter Schools Division staff ultimately recommended that the petition be denied (more details on that below), and iLEAD withdrew the petition.

Since the initial submission of that iLEAD Encino charter petition – candidly submitted hastily in the midst of a larger corporate restructuring and ongoing discussions about operations in greater Los Angeles – iLEAD’s team has been working diligently with several charter school experts, including:

- **Charter Impact:** This accomplished back-office services provider was retained in December 2017 and is now working with iLEAD to provide budgeting and support fiscal operations for iLEAD San

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8 We note that when the iLEAD Encino charter petition was submitted to LAUSD in October 2017, we anticipated that iLEAD Pacoima would submit a separate charter, largely due to the fact that its unique unduplicated pupil count would mean more supplemental funding than the location will be able to receive as part of a larger program. Ultimately, we determined that one TK-12 charter – with two feeders into a comprehensive site-based high school and a School Director overseeing the entire program on all campuses – is stronger than separate charters and more beneficial for the families served at Pacoima. iLEAD is committed to providing more supplemental supports at the Pacoima campus, and has budgeted a full-time EL Coordinator, more mentoring and coaching for the site directors, and additional teacher coaching as we launch this site-based program in LAUSD.
Fernando Valley, as well as a consulting arrangement to train and help develop internal capacity across iLEAD operations;

- **KQ Management, Inc.:** Tara Kelly is a longtime charter expert based in Los Angeles; she was retained in December 2017 (previously she had worked with us on grant writing) and has provided critical insights and advice on our structure and operations relating to LAUSD;
- **California Charter Schools Association (CCSA):** iLEAD is a longtime member of CCSA, whose staff has provided support throughout this process;
- **Legal Counsel:** We have consulted with several experienced charter school attorneys to help us streamline and restructure our corporate structure and staffing plans.

Three key decisions have been made since the previous iLEAD Encino petition submission to LAUSD that led to the changes now proposed here:

1. We have determined that ICC1 would be a more appropriate and efficient operator of the LAUSD charter, along with continuing to operate the iLEAD Hybrid charter. With a more conventional “CMO” structure, ICC1 will oversee multiple charters/locations with centralized staffing and supports. The iLEAD Encino Corporation initially intended to be the petitioner here is being suspended, and we are moving in the coming months to streamline staffing and corporate structure across the entire iLEAD Education organization. This will be done in an open and transparent matter, with LAUSD consultation at every turn.

In the process of establishing an LAUSD charter, we were impressed with the dedication and experience of two Board members recruited from the school community. These individuals, Kenneth Ragsdale III and Sharon Greenspan, have now joined the three existing members of ICC1’s Board to further expand its capacity. (See Element 4: Governance, for further details.)

2. In early December 2017, the LAUSD Board of Education authorized a new charter petition for Valley International Prep High School, as noted above. iLEAD currently plans to retain the Friar Street facility that is now occupied by iLEAD NoHo under the iLEAD Hybrid charter; we are proposing to serve grades 9-10 at this site starting in 2018-19 based on conversations with families who have indicated a desire to stay with iLEAD. (More on facilities below.)

3. As described above, we are pleased to include iLEAD Pacoima in this petition and look forward to our continued partnership with the site staff, families and Boys & Girls Club of the San Fernando Valley. Our name change from iLEAD Encino to iLEAD SFV is a direct reflection of this inclusion of all three sites—iLEAD Encino, iLEAD NoHo and iLEAD Pacoima—and it is a decision we are all confident makes sense both for our organization and the San Fernando Valley community we serve.

While we are confident we have both the organizational capacity and experience to successfully operate this new charter school, we readily acknowledge that our experience to date has not been with a large, sophisticated authorizer like LAUSD. We are genuinely interested in learning from the District as we

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9 Current, SCVi and iLEAD Lancaster operate under separate corporations. The “CMO” staff will continue to support these schools, as well as our independent study/home school and online programs. (See Element 4: Governance.)
improve all facets of our operations and academic programs, and believe we are well-positioned to do so. In its findings dated December 5, 2017, recommending the denial of our previous petition submission (under the name iLEAD Encino), CSD staff had three primary concerns, which we address here in turn:

**iLEAD’s Facilities Are Safe and Appropriate**

iLEAD has all times in its history prioritized student and staff health and safety. All facilities currently occupied by iLEAD consistently have passed their annual inspections by the relevant fire department, including LAFD. Of the four facilities located within LAUSD, three were discussed in the CSD Findings, with CSD stating that two, iLEAD Encino/Burbank and iLEAD NoHo/Friar Street, were “safe and appropriate for charter school occupancy” (CSD Findings, p. 3), but that the iLEAD Encino/Vanowen facility was not. This is inaccurate.

First, we note that iLEAD will not be utilizing the Vanowen facility next year as it is currently under contract for sale to a new owner. But there are no concerns with the safety or propriety of this facility, thanks in part to improvements and upgrades iLEAD has made totaling more than $100,000. While the initial church itself was issued under a "B-2" Occupancy permit, the school building, which was added later, was designed and built as a private school, under an "S-1" permit, which predated the "E" Occupancy permit. As the CSD Findings acknowledge, iLEAD commenced the process to amend the Conditional Use Permit (CUP) or obtain an entirely new CUP to include a public charter school; we also discussed purchasing the facility. Now that the sale is pending, we are abandoning efforts to secure this permit modification and additional upgrades we had planned to make to the facility.

We note that in its review recommending denial of VIP HS’s original charter petition last spring, CSD staff also expressed concerns with the iLEAD NoHo/Friar Street facility. We are pleased that CSD staff now agrees this is a safe and appropriate facility for charter school use. That said, we are currently negotiating with the owners of this facility – a church-operated elementary school originally built in the 1950s -- to secure upgrades that will better facilitate our learning model. Since 2015, iLEAD has made more than $40,000 worth of improvements to this facility, including significant electrical work (including installing emergency lights and exit signs); installing and maintaining AC units; exterior doors were replaced, fire extinguishers added, and the fire system and safety have been tested and recertified annually; a comprehensive structural review was completed; major debris and trash removal when we assumed the lease; plumbing repairs; wrought iron fence repairs (for safety); and “cosmetic” improvements including painting, drywall repair, ceiling tile repairs and replacing carpets.

The fourth facility now included in this charter petition, iLEAD Pacoima, is a lease from the Boys & Girls Club of San Fernando Valley. This facility is properly permitted and is an entirely appropriate charter school facility; in fact, prior to iLEAD, the Club leased the space to other charter schools.

**There is Absolutely No “Continuing Connection” – Nor Ever Was Any Connection – with AAS or its former CEO, Sean McManus**

First, to be abundantly clear, iLEAD does not have and never has had any form of a “relationship” with AAS’s former CEO, Sean McManus. Mr. McManus signed a personal guarantee on the lease agreement for Friar Street between AAS and the property owner, Briarwood Investment Group LLC and Sylvan Inn LLC, a common requirement (or a bond) when a newly established entity is entering into a major contract. Mr. McManus is not the property owner of this or any other iLEAD facility. We understand Mr.
McManus’ relationship with AAS was terminated sometime in the 2014-15 school year; we did not have any contact or communications with him whatsoever. In fact, iLEAD’s Co-Founders and leaders, Dawn Evenson and Amber Raskin, have never met Mr. McManus.

Other than two sublease agreements, our only “connection” to AAS is that we provided a school for the families and staff who are now with iLEAD after AAS closed, as described in detail above.

**Our Financial Plan for This New Charter is Strong**

We acknowledge CSD staff’s concerns with the format and some details of the financial plan presented with the iLEAD Encino petition. In direct response to the concerns raised, we have secured Charter Impact, a highly respected back-office services provider, to work with us. The financial plan and details including with this petition have been prepared by personally by Charter Impact’s CEO, Spencer Styles, who is quite familiar to CSD staff through Charter Impact’s work with several LAUSD-authorized charter schools (in total, more than 60 charter schools currently across California). Charter Impact will provide full back-office support for iLEAD SFV for at least the first year of the charter term, as included in the budget. Charter Impact also will be providing consulting under a separate agreement to iLEAD’s broader operations to help us build our in-house capacity and train our staff on best practices in charter school finance and accounting.

We note that iLEAD has at all times had “clean” audits for all of our existing charter schools. iCC1 has a strong financial position with a reserve in excess of $1.8M. While the transition to a new charter school number and launch of a new school with 800 learners will incur significant cash flow challenges in the start-up phase, between a line of credit from iCC1 and sale of receivables as needed, we have developed a solid plan for fiscal stability.10

**This Charter Petition Meets All Requirements of the Education Code and LAUSD Charter Policies**

As also noted in the CSD Findings, our initial petition submission fell short on several points. Thanks to the assistance of a charter schools consultant who is very experienced with LAUSD, we believe each and every one of these issues has been satisfactorily addressed in this petition.

We do wish to highlight one key error in our original submission: our projected learner demographics. In preparing the original submission, our Site Director relied on data from our internal Pathways data management system regarding 2016-17 demographics at the two iLEAD Encino locations. In the early weeks of fall 2017, we made a concerted effort to collect accurate FRPL reporting from every iLEAD family. Notably, as an independent study school, iLEAD Encino does not provide lunch on campus for our learners (this will change as a site-based school, with a comprehensive breakfast, lunch and snack program both planned and budgeted, including food service staff). We also acknowledge that there was a culture of under-reporting FRPL among iLEAD Encino families (a very socio-economically diverse school).

With reporting complete, we now confirm that 22% of our iLEAD Encino families qualify for FRPL, compared to 3.7% as stated in the original submission. Further, iLEAD Encino continues to diversify,

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10 We also plan to apply for the Public Charter Schools Grant Program (PCSGP) start-up grant, and solicit additional private fundraising, though neither of these are included in the budget, as required by LAUSD.
with a significant jump from just 3.2% Hispanic/Latino learners in 2016-17 to 19% in 2017-18; the percentage of White learners has dropped from 80.5% to 68.5% in just one year. As detailed more fully in Element 7, we are engaged in a campaign to increase this diversity further, including outreach sessions at local Head Start facilities and other targeted efforts. LAUSD-authorized charter schools such as Larchmont Charter (1,432 students in TK-12, 5% African American, 22% Asian/Filipino/Pac. Islander, 30% Hispanic/Latino, 34% White, 39% FRPL, 7% EL; 2017 schoolwide CAASPP Met/Exceeded rates of 72.2% in ELA and 63.14% in Math), Citizens of the World Hollywood; (422 students in TK-5, 3% African American, 18% Asian/Filipino/Pac. Islander, 27% Hispanic/Latino, 52% White, 35% FRPL, 12% SpEd, 21% EL; 2017 schoolwide CAASPP Met/Exceeded rates of 76.99% in ELA and 75.36% in Math) and more are countering the nationwide challenge of re-segregated schools and achieving strong results. These schools are demonstrating that mixed-socio-economic/mixed-race schools in Los Angeles can be some of the highest performing schools in the state while integrating students that are reflective of Los Angeles’ rich diversity. As we become a site-based school in 2018-19, for purposes of SB 740 eligibility, we have included here an enrollment preference for the elementary attendance area surrounding each of our school sites. These include schools with a range of 66-91% FRPL enrollment.

Particularly with the inclusion of iLEAD Pacoima (currently 86% Hispanic/Latino, 8% African American, 95% FRPL and 39% EL) and effective omission of most of iLEAD NoHo current enrollment (69% White, 35% FRPL and 3% EL), we project the following enrollment demographics for 2018-19, based on current enrollment and expected retention of current TK-8 students (including as the 8th graders matriculate into HS):

<table>
<thead>
<tr>
<th>Site</th>
<th>Grades Served</th>
<th>Total Enroll # 2017-18</th>
<th>Est. 2018-19 Enroll #</th>
<th>% Hispanic/Latino</th>
<th>% Af. American/Pac. Islander</th>
<th>% Asian/Other</th>
<th>% White</th>
<th>% Multi/Other</th>
<th>% FRPL</th>
<th>% EL</th>
<th>% SpEd</th>
<th>% GATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encino/Burbank + Encino/Vanowen</td>
<td>TK/K-8</td>
<td>425</td>
<td>400</td>
<td>14%</td>
<td>3%</td>
<td>4%</td>
<td>71%</td>
<td>9%</td>
<td>22%</td>
<td>&lt;1%</td>
<td>14%</td>
<td>15%</td>
</tr>
<tr>
<td>NoHo/Friar St.</td>
<td>9-12</td>
<td>311</td>
<td>150</td>
<td>19%</td>
<td>6%</td>
<td>2%</td>
<td>69%</td>
<td>5%</td>
<td>35%</td>
<td>3%</td>
<td>17%</td>
<td>16%</td>
</tr>
<tr>
<td>Pacoima</td>
<td>TK/K-8</td>
<td>239</td>
<td>250</td>
<td>86%</td>
<td>8%</td>
<td>2%</td>
<td>4%</td>
<td>1%</td>
<td>95%</td>
<td>39%</td>
<td>19%</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Totals/Ave.</strong></td>
<td><strong>TK-12</strong></td>
<td><strong>975</strong></td>
<td><strong>800 (TK-10)</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

With the enrollment preference for the surrounding elementary school attendance zones, we anticipate the number of FRPL, non-white and EL students will be higher.

**FOUNDING TEAM**

**Dawn M. Evenson, CEO, iLEAD California Charters 1**

Dawn Evenson is a highly respected educator who has more than three decades of experience as a teacher and administrator in both district and charter schools. In 2008, she and co-founder, Amber Raskin, launched the highly successful Santa Clarita Valley International Charter School (SCVI), in Castaic, California. This team then co-founded iLEAD Lancaster, iLEAD Schools Development, iLEAD Hybrid, and the rest of the iLEAD brand of schools.

Ms. Evenson is responsible for overseeing iLEAD’s educational program including: curriculum, instruction and assessment design and implementation (with an emphasis on consistent project-based
and social-emotional learning principles), professional development of all staff including training, coaching and supervision of site leaders, Student Support oversight (SpEd, EL, GATE, etc.) and accountability and reporting systems. She is experienced in the challenges of setting up new schools, including creating culture, system development, governance, capacity building and sustainability principles. Ms. Evenson is committed to cultivating school environments where students are inspired to question, grow, and lead.

Ms. Evenson has presented at many conferences including: California Charter School Conference, Charter Schools Development Center, Schools of the Future, Japan-US Teacher Education Consortium, ASU GSV and the Jamaica International Conference on Inclusive Education and Accessibility Expo. She is active in the Association of California School Administrators and has served as the Region XV president. In 2006, ACSA Region XV presented Ms. Evenson with the Middle School Administrator of the Year Award. Ms. Evenson passionately advocates for deeper learning school environments where students are inspired to question, grow, and lead.

Amber Golden Raskin, CEO, iLEAD Schools Development
Amber Golden Raskin is a veteran charter school founder and operator who has more than a decade of experience in school governance, operations and business management. As CEO, Ms. Raskin oversees approval, launch and operational support schools including finance/accounting, facilities development, safety, outreach, HR, IT, and more. In 2008, spurred to action by her personal experience in seeking innovative, individualized schools of choice for her children in the Santa Clarita Valley, Ms. Raskin created SCVi, the area’s first independent site-based charter school. Alongside co-founder Dawn Evenson, Ms. Raskin led iLEAD’s growth from 135 students at a single school site in the first year to a network of inventive, creative schools that enroll more than 3,500 students and employ more than 500 staff members today.

Before founding iLEAD, Ms. Raskin worked as a producer in Hollywood, where she was responsible for creating hundreds of hours of network television. She oversaw multimillion-dollar budgets, hired and oversaw hundreds of staff, and led the development of new companies, including oversight of accounting and managerial tasks. An entrepreneur and innovator at heart, Ms. Raskin is a frequent speaker and lecturer both nationally and internationally at conferences such as Schools of the Future, the CA Charter Schools Association Annual Conference, Charter Schools Development Annual Conference, and many more. She regularly advocates both in Sacramento and Washington, D. C. for community, safety and educational issues, and thrives on challenges, particularly those that expand her mission to make a dent in the universe of education.

Phil Oseas, Chief Financial Officer, iLEAD Schools Development
Philip Oseas has more than 25 years of financial and accounting experience. Oseas began his career with Ernst & Young in 1990 as an auditor before joining the company’s Restructuring and Reorganization practice, where he advised financially distressed companies. From 1995 to 1999, he served as Director of Accounting and Financial Planning & Analysis for The Carsey-Werner Company, a leading independent television producer and distributor, before returning to Ernst & Young in 1999 to work as a senior manager in the firm’s Transaction Advisory Services practice. In this role, he provided financial and accounting due diligence and transaction advisor services to both private equity and corporate clients.

From 2004 to 2015, Oseas served as part-time CFO and consultant to a wide range of entrepreneurial early stage companies including Cabeau (consumer products), California Internet (internet service
provider), Neurosigma (medical device), NS Vascular (medical device), Paulsson, Inc. (oil & gas/fiber optics) and Persu Mobility (automotive). Oseas holds a Bachelor of Arts degree in Economics and Psychology from The University of California, Los Angeles and became a Certified Public Accountant (inactive) in 1993.

Michael Niehoff, Founding School Director, iLEAD San Fernando Valley
Michael Niehoff is currently a Career Technical Education Site Leader at the College of the Sequoias. He has been a secondary educator for 27 years as a teacher, advisor, director of activities, learning director and principal. After several years in the media industry, he became an educator to empower students to create, innovate and advocate. All of his early experiences as a high school media teacher have influenced his educational pedagogy of project-based learning, student voice and choice, career technical education, real world applications and community connectedness.

As a site leader, Michael has been recognized by the Association of School Administrators as a regional secondary principal of the year. For his education technology leadership, he has been recognized by CUE and Central Valley CUE as a site leader of the year. Additionally, Michael was also recognized by AMAE (Association of Mexican American Educators) as Administrator of the Year in his region for success with hispanic students. As a Student Leadership/Activities Director, Michael was recognized by the National Association of Secondary School Principals and the National Organization On Disability for special needs student inclusion. He is the founding principal of the award-winning, 1:1, project-based Minarets High School / Minarets Charter High School that has been recognized three times as an Apple Distinguished School as well as California School Board Association winner for Innovative Programs.

He is also a staff writer for Getting Smart, as well as a contributing writer for District Administration, ISTE, Next Gen Learning, P21, eSchool News and many others. He publishes regularly on his own Education Blog entitled Edu Change & Student Advocacy. He is a Google Certified Innovator, CUE Lead Learner and Buck Institute for Education National Faculty member who regularly presents on contemporary and progressive education issues. His focus areas include, but are not limited to project-based learning, career technical education, school culture, new literacies and skills, transformational leadership, student voice & choice, ed tech integration, school redesign and more.

Farnaz Mobasheri Kaufman, Founding Site Director, TK-8
Farnaz Mobasheri Kaufman is the founder and director of iLEAD Encino, a highly successful innovative TK-8 hybrid charter school specializing in PBL curriculum. Mrs. Kaufman has over 20 years of experience in public education. She was a teacher at Carpenter Community Charter, an LAUSD affiliated charter school. Mrs. Kaufman was one of the team members on Carpenter’s conversion to charter status; she also served as Curriculum Committee Chair, LEARN and Governance board member, Lead teacher, UTLA Rep, Gifted Coordinator and PTA teacher rep.

Prior to working in education Mrs. Kaufman’s focus was environmental science. The recipient of an Army scholarship, she received her Master’s in Earth and Planetary Sciences from The Johns Hopkins University while earning her commission as an officer in the U.S. Army Chemical Corps. Mrs. Kaufman is an expert on differentiated curriculum and specializes in teaching Highly Gifted and Twice Exceptional students. She conducts trainings for educators and parents on a regular basis.

Dave Trejo, Site Director, TK-8
Dave Trejo is an extraordinary educator, speaker, school leader and the founder of TrejoTalks. Founding Director of iLEAD Pacoima, a K-12 project-based charter in Pacoima, CA. He is known for bringing,
positivity, happiness, leadership, and community investment to schools. He is excellent bilingual public speaker that understands the importance of asking why and actually listening to the answer.

Dave is an International Institute for Restorative Practices certified trainer. He was personally chosen as the Dodgers Community Hero By Adrian Gonzalez. He was also personally chosen by the Bill and Melinda Gates Foundation to be a keynote ECET speaker at their ECET conference in Seattle

**Julie Basse, Business Manager/On Site Financial Coordinator, iLEAD San Fernando Valley**

Julie Basse is a seasoned business professional with over 10 years of experience in the management industry. With the ability to work with a diverse staff and connect both people and ideas, Julie brings a rich blend of experience and selflessness into the workplace environment. With explicit practice in the accounting side of a business, including but not limited to payroll management and processing, Julie prides herself in helping to structure a strong backbone for a successful organization. In addition to her work in accounting, Julie has also worked in human resources and is well-versed in standard practices, expectations, healthy habits, and more.

Prior to joining iLEAD, Ms. Basse worked for more than 10 years in accounting and finance, along with an additional 13- year as an Art Administration Coordinator. She worked as an office manager at CSI Security Systems], where she was responsible for managing payroll, accounts receivable, onboarding of new hires, and invoicing. She also worked for 2 years as an accounting clerk at Fanfair Media Works, where she processed data necessary to create monthly financial reports. She earned her Associate of Science degree in Accounting from College of the Canyons.

**iLEAD SFV WILL SERVE THE PURPOSE AND GOALS OF THE CALIFORNIA CHARTER SCHOOLS ACT**

iLEAD SFV will support the purpose and goals of the California Charter Schools Act (Education Code section 47600 et seq.), to provide opportunities for teachers, parents/families, pupils, and community members to establish and maintain schools which operate independently from the existing school district structure in order to:

- **improve pupil learning, with special emphasis on expanded learning experiences for those identified as academically low as well as high achieving:** iLEAD’s innovative program provides myriad opportunities to express their individuality and autonomy as they master state content standards, providing a highly personalized, engaging and hands-on learning environment. iLEAD’s model has proven particularly attractive to learners who have struggled in traditional schools – academically, socially or both – and is designed to serve those who struggle or learn differently.

- **encourage the use of different and innovative teaching methods:** iLEAD integrates deep, authentic, multi-discipline Project-Based Learning across the curriculum, at all grade levels. Through Individual Learning Plans for every learner, our facilitators continuously adapt the curriculum and provide supports to each student based on his/her individual needs, ensuring that teaching adapts to the student, rather than the other way around.

- **create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site:** iLEAD’s comprehensive professional development program, with weekly “early release” time for our facilitators to learn from and with one another and collaborate, encourages our facilitators to master aspects of their teaching practice...
and share this expertise with their peers. As a larger organization with multiple sites, opportunities for advancement are plentiful.

- **provide parents/families and pupils with expanded choices in the types of educational opportunities that are available within the public school system:** a significant number of iLEAD families have joined our schools after having unsatisfactory experiences with their local neighborhood public school. Our emphasis on individuality and social-emotional development and support fosters a truly inclusive, supportive learning environment where differences are not only accepted but celebrated.

- **provide a performance-based accountability system:** While we believe that there is far more to developing 21st century learners than standardized test scores, we continuously measure outcomes via myriad methods (standardized and benchmark assessments, student work portfolios, teacher observations and evaluations, stakeholder surveys), and disseminate this data throughout the school community, using it to set new goals and allocate resources accordingly. and,

- **provide rigorous competition to stimulate continual improvements in all public schools:** We don’t see ourselves as “competitors” to traditional public schools, but rather believe that just as LAUSD serves an incredibly diverse population, parents are entitled to choices that will help each of their children learn in the best possible way. We regularly host visitors on our campuses and make presentations about iLEAD’s model in the hopes that others can borrow some of our best practices to help more children and families.

### COMMUNITY NEED FOR PROPOSED CHARTER SCHOOL

#### 2. TARGET COMMUNITY/NEIGHBORHOOD TO BE SERVED

**COMMUNITY CHARACTERISTICS**

iLEAD SFV will cover a broad area from Pacoima to Van Nuys and Encino. Characteristic of Los Angeles, this area encompasses diverse neighborhoods. Encino, for example, zip code 91316, is 73% White and just 12% Hispanic/Latino, with a population of almost 27,000 residents; while Pacoima’s zip code 91331 is 88% Hispanic/Latino, with more than 103,000 residents; and Van Nuys – located between the two – is 53% Hispanic/Latino and 34% White with almost 25,000 residents. (2010 U.S. Census data; factfinder.census.gov) In Encino, 48% of families speak a language other than English at home, while that rate is 84% in Pacoima (62% in Van Nuys). Socio-economic diversity is balanced across the San Fernando Valley, with almost a quarter of families earning less than $25,000/year and almost a quarter earning more than $100,000 annually:
Van Nuys has more families with children under 18 living in poverty -- 27% -- compared to Pacoima (22%) and Encino (15%); 52% of residents of Van Nuys earn less than $50,000 annually, compared to just 36% in Encino. (2011-15 American Community Survey; factfinder.census.gov.)

Adult educational attainment rates similarly vary within San Fernando Valley. In Pacoima, 45% of residents over age 25 do not hold a high school diploma; only 15% have earned two or four-year college degree. Conversely, in Encino, only 6% of adult residents did not complete high school and 57% have a college degree, including 19% who completed a graduate degree. Again, Van Nuys falls in the middle, with 23% of adult residents who did not complete high school and 41% who have a college degree. (factfinder.census.gov.)

Crime rates, not surprisingly, correlate with the above data. The L.A. Times' comprehensive community mapping site tracks crime rates and ranks 209 neighborhoods based on violent and property crime rates over six-month spans of time. For the six-month period ending October 8, 2017, Van Nuys ranked 55th for the rate of violent crimes, with 347 violent crimes committed in this nine square mile community in just six months. This included five homicides, 18 reported rapes, and 201 reported cases of aggravated assault. In that same time period, there were 1,489 property crimes in the neighborhood, with Van Nuys ranking 63/209 for property crimes. Pacoima ranked 72nd for violent crimes, including three homicides and five reported rapes in six months in the seven square mile community; and 161/209 for property crimes. Encino fares better, ranking 155th for violent crimes (three reported rapes and 29 aggravated assaults) in this 9.5 square mile area; Encino’s property crime rank was 85th. (http://maps.latimes.com/neighborhoods)

Parent demand for a safe, welcoming, personalized and engaging school for their children is significant. Notably, iLEAD Encino has a waiting list of more than 600 families for its TK-8 program, and our currently enrolled families are excited about the transition to a site-based school. At iLEAD Pacoima, it is quite notable that even when the AAS site-based school closed and iLEAD opened the location as an independent study resource center, the overwhelming majority of families – who are 95% FRPL eligible and 39% English Learner students – elected to leave AAS altogether and enrolled in iLEAD Pacoima. Through the support of our partners at the Boys & Girls Club of SFV, we expect that enrollment demand
will continue to outpace capacity at this location. Finally, we know many iLEAD families and others in the community are eager to extend our authentic whole child, PBL model into high school grades in a site-based school and are confident that the high school will be in high demand as well. As we have noted, many adolescents who have not had success in other schools, especially due to bullying and other social issues, are drawn to iLEAD’s learner-centered community.

**EXISTING PUBLIC SCHOOLS IN THE COMMUNITY**

Currently, while none of our LAUSD locations includes a full TK-12 grade span, since we are uncertain what our long-term facilities plans will be, we present here the nearby comparable public schools (“Comps”) including all grades, TK-12, for each location.

In Encino, the surrounding schools include 10 elementary, 2 middle schools, two high schools and one K-12 span school, plus six charters, three of which converted from traditional schools. While the elementary schools tend to be smaller (321-563 students), the two middle schools have 1,269 and 1,893 students respectively, and one of the main high schools, Birmingham (now converted to charter), has more than 3,100 students. On average, the traditional schools in this neighborhood are 79% FRPL, 68% Hispanic/Latino, 17% White, 4% African American and 4% Asian, with 27% ELs and 13% SpEd. Given that the community of Encino is just 12% Hispanic/Latino (see Census data above), this indicates that many residents in this area are choosing private and parochial schools for their children.

iLEAD Encino’s 425 learners in 2017 outperformed almost every nearby elementary and middle school on the 2017 CAASPPs, with 58% at the Met or Exceeded level in ELA and 34% Met/Exceeded in Math – higher than all but two schools in ELA and all but four in Math:

<table>
<thead>
<tr>
<th>iLEAD Encino (TK-8) Indep. Study</th>
<th># of Students in 2016-17</th>
<th>2017 CAASPP ELA % Met &amp; Exceeded</th>
<th>2017 CAASPP Math % Met &amp; Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acad. Enriched Sciences (Gifted Magnet)</td>
<td>321</td>
<td>67.9%</td>
<td>65.5%</td>
</tr>
<tr>
<td>Anatola ES</td>
<td>474</td>
<td>18.4%</td>
<td>18.2%</td>
</tr>
<tr>
<td>Bertrand Ave ES</td>
<td>418</td>
<td>40.0%</td>
<td>27.6%</td>
</tr>
<tr>
<td>Cohasset Street ES</td>
<td>563</td>
<td>32.3%</td>
<td>25.6%</td>
</tr>
<tr>
<td>Gault Street ES</td>
<td>361</td>
<td>24.8%</td>
<td>18.7%</td>
</tr>
<tr>
<td>Garden Grove ES</td>
<td>415</td>
<td>39.4%</td>
<td>23.6%</td>
</tr>
<tr>
<td>Lemay Elementary</td>
<td>396</td>
<td>53.3%</td>
<td>41.6%</td>
</tr>
<tr>
<td>Newcastle Elementary</td>
<td>404</td>
<td>40.4%</td>
<td>29.8%</td>
</tr>
<tr>
<td>Stagg Street ES</td>
<td>433</td>
<td>60.6%</td>
<td>55.8%</td>
</tr>
<tr>
<td>Tarzana ES</td>
<td>383</td>
<td>33.5%</td>
<td>20.0%</td>
</tr>
<tr>
<td>Mulholland Middle (6-8)</td>
<td>1,269</td>
<td>40.9%</td>
<td>26.2%</td>
</tr>
<tr>
<td>Gaspar De Portola (6-8)</td>
<td>1,893</td>
<td>56.2%</td>
<td>49.4%</td>
</tr>
<tr>
<td>Daniel Pearl HS (9-12)</td>
<td>348</td>
<td>61.8%</td>
<td>29.4%</td>
</tr>
<tr>
<td>Reseda HS (9-12)</td>
<td>1,566</td>
<td>54.4%</td>
<td>21.6%</td>
</tr>
<tr>
<td>Valley Altern. Magnet (K-12)</td>
<td>613</td>
<td>50.8%</td>
<td>48.9%</td>
</tr>
</tbody>
</table>

**Charter Schools**
Currently, iLEAD’s NoHo location serves grades 9-12; as noted above, some staff at this location recently received authorization from LAUSD to operate Valley International Prep High School, though many students and staff will remain with iLEAD. In the area surrounding the school site, there are 10 elementary schools (six of which have approximately 800-1,000 students), three large middle schools and three large high schools, along with five charter schools. In 2017, iLEAD NoHo’s 11th graders outperformed all three high schools in ELA on the CAASPP – by wide margins – with 81.6% Met/Exceeded compared to 33.3%-67.8%. In Math, iLEAD NoHo’s 33.3% Met/Exceeded outperformed two of the three high schools (9.7% and 16.9%), while Van Nuys HS’s 40.6% was higher, though iLEAD NoHo outperformed the LAUSD-wide 11th grade average of 23.92% in Math.

<table>
<thead>
<tr>
<th>School Name</th>
<th># of Students</th>
<th>2017 ELA % Met &amp; Exceeded</th>
<th>2017 Math % Met &amp; Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>iLEAD NoHo (9-12) Indep. Study</td>
<td>311</td>
<td>81.6%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Bassett Street ES</td>
<td>830</td>
<td>24.5%</td>
<td>17.9%</td>
</tr>
<tr>
<td>Cardenas ES</td>
<td>526</td>
<td>19.9%</td>
<td>11.9%</td>
</tr>
<tr>
<td>Columbus Ave ES</td>
<td>536</td>
<td>17.4%</td>
<td>15.2%</td>
</tr>
<tr>
<td>Erwin ES</td>
<td>722</td>
<td>35.8%</td>
<td>34.5%</td>
</tr>
<tr>
<td>Hazeltine ES</td>
<td>796</td>
<td>28.4%</td>
<td>27.5%</td>
</tr>
<tr>
<td>Kester Ave. ES</td>
<td>1,000</td>
<td>69.2%</td>
<td>66.0%</td>
</tr>
<tr>
<td>Kittridge ES</td>
<td>850</td>
<td>35.8%</td>
<td>28.6%</td>
</tr>
<tr>
<td>Sylvan Park ES</td>
<td>867</td>
<td>13.7%</td>
<td>12.0%</td>
</tr>
<tr>
<td>Valerio Street ES</td>
<td>956</td>
<td>30.6%</td>
<td>25.3%</td>
</tr>
<tr>
<td>Van Nuys ES</td>
<td>647</td>
<td>10.5%</td>
<td>13.8%</td>
</tr>
<tr>
<td>Madison MS</td>
<td>1,732</td>
<td>32.55%</td>
<td>24.93%</td>
</tr>
<tr>
<td>Van Nuys MS</td>
<td>1,092</td>
<td>24.0%</td>
<td>16.5%</td>
</tr>
<tr>
<td>Vista MS</td>
<td>1,183</td>
<td>16.93%</td>
<td>9.76%</td>
</tr>
<tr>
<td>Panorama HS</td>
<td>1,262</td>
<td>33.3%</td>
<td>9.7%</td>
</tr>
<tr>
<td>U.S. Grant HS</td>
<td>1,873</td>
<td>42.2%</td>
<td>16.9%</td>
</tr>
<tr>
<td>Van Nuys HS</td>
<td>2,617</td>
<td>67.8%</td>
<td>40.6%</td>
</tr>
<tr>
<td><strong>Charter Schools</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ararat Charter</td>
<td>337</td>
<td>56.4%</td>
<td>62.6%</td>
</tr>
<tr>
<td>CHAMPS</td>
<td>794</td>
<td>58.2%</td>
<td>18.0%</td>
</tr>
<tr>
<td>Lashon Academy</td>
<td>266</td>
<td>59.7%</td>
<td>61.7%</td>
</tr>
</tbody>
</table>

(https://data1.cde.ca.gov/dataquest)
Finally, in Pacoima, our small population of 239 TK-5th graders has struggled on the CAASPP and is not doing as well under the independent study model, which is not as well suited to this population (95% FRPL; 39% English Learners). Changing this site to a comprehensive site-based program will be a tremendous asset for the families at this school and, we believe, will lead to dramatically improved test scores as these young learners benefit from more individualized attention from certified facilitators, comprehensive full-time site-based EL Coordinator support, enhanced opportunities for Project-Based Learning with their peers, and a focus on their social-emotional development.

<table>
<thead>
<tr>
<th>School Name</th>
<th># of Students in 2016-17</th>
<th>2017 CAASPP ELA % Met &amp; Exceeded</th>
<th>2017 CAASPP Math % Met &amp; Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>iLEAD PACOIMA (TK-5) Indep. Study</td>
<td>239</td>
<td>10.4%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Hillery Broadous ES</td>
<td>581</td>
<td>22.3%</td>
<td>21.0%</td>
</tr>
<tr>
<td>Sara Coughlin ES</td>
<td>629</td>
<td>19.9%</td>
<td>14.6%</td>
</tr>
<tr>
<td>Morningside ES</td>
<td>620</td>
<td>31.9%</td>
<td>31.2%</td>
</tr>
<tr>
<td>Telfair ES</td>
<td>771</td>
<td>26.0%</td>
<td>18.7%</td>
</tr>
<tr>
<td>Maclay MS</td>
<td>653</td>
<td>26.9%</td>
<td>17.4%</td>
</tr>
<tr>
<td>Pacoima MS</td>
<td>1,241</td>
<td>29.7%</td>
<td>14.2%</td>
</tr>
<tr>
<td>San Fernando MS</td>
<td>739</td>
<td>23.5%</td>
<td>19.3%</td>
</tr>
<tr>
<td>Arleta HS</td>
<td>1,434</td>
<td>56.8%</td>
<td>20.5%</td>
</tr>
<tr>
<td>Cesar Chavez Learning Academies-Academy of Scientific Exploration</td>
<td>463</td>
<td>61.5%</td>
<td>17.5%</td>
</tr>
<tr>
<td>Cesar Chavez Learning Academies-Arts Theater Entertainment School</td>
<td>501</td>
<td>66.4%</td>
<td>23.7%</td>
</tr>
<tr>
<td>Cesar Chavez Learning Academies-Social Justice Humanitas Academy</td>
<td>526</td>
<td>66.4%</td>
<td>26.5%</td>
</tr>
<tr>
<td>Cesar Chavez Learning Academies-Technology Prep Academy</td>
<td>431</td>
<td>59.6%</td>
<td>5.5%</td>
</tr>
<tr>
<td>San Fernando SH</td>
<td>2,006</td>
<td>53.0%</td>
<td>21.5%</td>
</tr>
<tr>
<td><strong>Charter Schools</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bert Corona HS</td>
<td>148</td>
<td>23.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>PUC Community Charter Early College</td>
<td>799</td>
<td>58.5%</td>
<td>42.7%</td>
</tr>
<tr>
<td>Fenton Ave. ES</td>
<td>773</td>
<td>30.9%</td>
<td>21.8%</td>
</tr>
<tr>
<td>PUC Inspire Charter</td>
<td>316</td>
<td>36.7%</td>
<td>12.9%</td>
</tr>
<tr>
<td>PUC Community Charter ES</td>
<td>302</td>
<td>29.5%</td>
<td>19.9%</td>
</tr>
<tr>
<td>PUC Nueva Esperanza</td>
<td>450</td>
<td>40.3%</td>
<td>26.8%</td>
</tr>
</tbody>
</table>

11 There also three middle schools, three large high schools and eight charter schools in the Pacoima community; due to space limitations at the Boys & Girls Club, we do not anticipate expanding enrollment at this facility, though we will offer middle and high school for these students at a nearby campus, likely in Van Nuys.
| Vaughn Next Century Lmg. Center | 2,906 | 44.8% | 27.6% |
| Pacoima ES | 1,303 | 37.3% | 32.3% |

(https://data1.cde.ca.gov/dataquest)

3. **How iLEAD San Fernando Valley Will Meet Community Need**

First and foremost, by offering a site-based program in the San Fernando Valley, our facilitators will have more time to engage each child in a personalized, differentiated learning program. We already know our parents are engaged – many have come from home-schooling their children and were looking for more sophisticated curriculum and assessments, including more opportunities for their children to engage meaningfully in collaborative learning with their peers. We already have established a safe, welcoming and inclusive school community – including for students who don’t “fit in” at other schools – and know that this critical school culture and environment will continue to thrive as we welcome new families, thanks to the example and efforts of our existing students, families and staff.

By providing one continuous TK-12 span school, our learners are able to build each year upon their successes and achievements, with the support of a caring staff who know them each well. Our CARE Team of specialists provides comprehensive supports for students who are struggling academically, those with special needs, ELs, GATE students, foster/homeless youth and more.

**STUDENT POPULATION TO BE SERVED**

4. **Target Population**

iLEAD San Fernando Valley will serve approximately 1,050 students in grades TK-12 at capacity. We anticipate the student population will be similar to the demographics of the students currently enrolled in our program and the surrounding schools.

5. **Enrollment Plan**

In 2018-19, we plan to enroll learners in grades TK-10, expanding to 12th grade by Year 3 of operations and reaching full capacity of 1,050 learners in grades TK-12 by 2021-22.

<table>
<thead>
<tr>
<th>Grade</th>
<th>2018-2019</th>
<th>2020-2021</th>
<th>2021-2022</th>
<th>2022-2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK/K</td>
<td>35</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

12 The multi-campus school is of course a reality for many urban charter schools in California, including those who secure facilities from LAUSD under Proposition 39. iLEAD is working hard to purchase a long-term home for our SFV school, ideally one which can accommodate the entire school. Schools such as Larchmont Charter School, authorized by LAUSD, have shown multiple campuses can be successful – Larchmont currently has four campuses for its 1,400 students, located as much as 6.7 miles of city streets/driving apart.
GOALS AND PHILOSOPHY

6. MISSION AND VISION

Free to Think, Inspired to Lead

The mission of iLEAD San Fernando Valley is to provide a rigorous, relevant, inquiry-based, and collaborative learning environment for all learners in grades TK-12 to prepare them for college and career.

iLEAD stands for:
- INTERNATIONAL - Learning foreign languages and cultures makes our learners compassionate, open-minded world citizens.
- LEADERSHIP - Practicing leadership from a young age prepares our learners for a lifetime of listening, collaborating, inspiring, and leading.
- ENTREPRENEURIAL DEVELOPMENT - Encouraging learners to work in teams, take risks and learn from failure nurtures the ability to innovate and ignites their entrepreneurial spirit.
- ARTS - Creating and exploring the world through the artistic experience enhances all subject areas for our learners.
- DESIGN THINKING - Participating in project-based learning leads to more meaningful experiences and a deeper understanding for our learners.

The vision of iLEAD San Fernando Valley is that all learners will possess the knowledge, skills, and confidence to achieve health and wellness, master academic standards, develop a deep understanding of subject matter and collaborate effectively with the community in which they live. All learners will graduate college-and-career ready, by meeting rigorous graduation requirements.

iLEAD SFV will accomplish the mission through the following practices:
Constructivist methods and project-based learning: iLEAD San Fernando Valley’s curriculum teaches the CA CCSS through relevant learning experiences that engage learners’ interest as they discover underlying concepts and develop deep understanding of subject matter. Learners are active participants in meaningful learning as they engage in hands-on activities and experiences that build on their prior knowledge. A key instructional approach is the use of projects that are conducive to teaching higher-order thinking skills and real-world skills. Projects more closely resemble real-world work, so learners develop skills for successful careers. Learners apply their understanding in projects that gradually introduce more complexity, learner autonomy and choice of topics and products, as learners are ready. These authentic powerful learning experiences foster self-motivation and self-directedness, as learners discover and develop their uniqueness while striving to reach their full potential.

Individualized Learning Plans (ILPs): All learners, facilitators and parents/guardians collaborate annually to create Individualized Learning Plans (ILPs) to guide instruction. Everyone works together to reflect on, monitor, and make adjustments to the ILP as needed. The primary goal of the ILP is to ensure that each child is treated in a unique and appropriate manner, and; therefore, will be working toward attainable goals aligned to his/her individual development.

Attention to the whole child: A developmentally appropriate educational program, including both instruction and a purposeful school culture, promotes adaptability, self-confidence, autonomy and creativity for all children. Embedded in all we do is an emphasis on leadership education. We believe that every child – and every adult -- can be a leader. We are adopting the globally-acclaimed, standards-aligned school culture program, Franklin Covey, Seven Habits of Highly Effective People, The Leader in Me, which emphasizes imperative 21st century skills: responsibility, critical thinking, integrity, teamwork, collaboration, listening and speaking, and more. In order to ensure that our students’ significant needs are met, our organizational philosophy is to invest in the people who will invest in our students. Learners develop social-emotional skills as they learn to communicate and problem-solve to effectively work, learn and live together. The educational program promotes respect, understanding and appreciation of diversity in the school’s multicultural environment.

Building a strong partnership with home and community: Parents/guardians and community partners are key resources to supporting learners’ success. iLEAD San Fernando Valley actively involves parents/guardians and works with them to support and extend their child’s learning at home. iLEAD San Fernando Valley seeks ways to involve community partners and provide learning experiences that broaden learners’ perspectives.

7. **An Educated Person in the 21st Century**

The world has become a global marketplace with ever-expanding sources of information, technology and advancement. Learners need to be able to apply their knowledge and problem-solving skills to new situations and develop coping mechanisms. It is vital that learners “learn how to learn” in a dynamically changing nation and world. Successful workers will possess more than rote skills and factual information; they must be creators who can plan, problem-solve and achieve multi-faceted goals.

To be an “educated person” in the 21st century, learners must be able to think critically and apply their understandings in novel contexts. They need to possess the awareness and skills to navigate an ever more politically and economically interdependent world. Given the high stakes, there is a crucial need for open-minded, tolerant citizens who are good communicators. Learners need to work cooperatively...
with peers from diverse cultures and backgrounds and to value their individuality and commonalities as well as other people’s differences.

An educated person in the 21st century requires a solid grounding in core curriculum, including fundamental skills and their application: language arts, mathematics, science, social sciences, the arts, foreign languages and leadership. They need critical thinking skills to search for solutions to a wide variety of problems. They must be willing to expose themselves to success and failure by taking risks. They demonstrate practical ability to define problems, determine steps to find solutions, and then implement these solutions.

An educated person in the 21st century is mentally and physically healthy, with an awareness of their value and the value of others. They strive for balance in their work and recreation. An educated person in the 21st century knows that learning and life are meaningful and joyful. They understand the value of participating in the community around them to improve it. They appreciate civic duties, the value of service, and the glorious opportunities afforded to us under a democracy. 21st century learners will need to be leaders who demonstrate honesty, courage, integrity, respect, kindness, and persistence. An educated person in the 21st century must be knowledgeable in digital literacy through the use of technology.

At iLEAD, we have defined the following Learner Outcome goals, aligned with our definition of what it means to be an educated person for the 21st century global economy:

**COLLEGE AND CAREER READINESS**
- Possessing the knowledge and skills to continue learning beyond secondary school in both postsecondary settings and the workplace
- Having an open mind, while seeking to understand cultural norms and expectations for others
- Possessing leverage-gained knowledge and skills to interact, communicate and work effectively outside one’s environment
- Exhibiting the confidence and courage to take on new and challenging endeavors
- Understanding the depth and breadth of college choice, and how it can apply as a cornerstone to achieving any given learner’s educational and career-preparatory goals

**CRITICAL THINKING**
- Analyzing and evaluating evidence, arguments, claims and beliefs
- Acknowledging his/her own biases, considering other points of view, and synthesizing multiple perspectives
- Understanding and applying rhetorical strategies by demonstrating a deep understanding and value of people, places and cultures
- Thinking critically and working creatively in both digital and non-digital environments to develop authentic and useful solutions

**ACADEMIC ENGAGEMENT**
- Taking full ownership of learning activities
- Displaying high levels of interest and energy
- Demonstrating a willingness to ask questions, pursue answers, and consider alternatives
- Taking risks in pursuit of quality

iLEAD San Fernando Valley
ZEST
- Actively participating in his/her learning
- Showing enthusiasm and invigorating others
- Approaching new situations with excitement and energy

GRIT
- Finishing whatever task and/or project that has been started
- Sticking with a project or activity for more than a few weeks
- Persevering even after experiencing failure
- Working independently with focus

SELF-CONTROL – INTERPERSONAL AND INTRAPERSONAL
- Remaining focused and resisting distractions
- Remembering and following directions
- Getting to work right away rather than procrastinating
- Remaining calm even when criticized or otherwise provoked
- Handling interpersonal situations effectively

OPTIMISM
- Quickly getting over frustrations and setbacks
- Believing that effort will improve one’s future
- Articulating positive aspirations
- Staying motivated, even when things don’t go well

GRATITUDE
- Demonstrating appreciation for the benefits received from others
- Recognizing and showing appreciation for his/her opportunities

SOCIAL INTELLIGENCE
- Finding solutions during conflicts with others
- Demonstrating respect for feelings of others
- Knowing when and how to include others

INTELLECTUAL CURIOSITY
- Exploring new experiences with openness
- Asking and answering questions to deepen understanding
- Actively listening to others
- Asking appropriately probing questions

PURPOSE
- Focusing and working towards a stated future outcome
- Articulate an interest, along with the “why” behind the interest

GROWTH MINDSET
- Believing that s/he will become more intelligent, and/or capable, with hard work and practice
- Taking on new challenges with optimism
• Confidently discussing what s/he is learning

8. HOW LEARNING BEST OCCURS

iLEAD San Fernando Valley’s unique model reflects our beliefs about how learning best occurs.

First and foremost, we know that learning best occurs when students feel safe and supported in a caring and warm school environment. Research has shown that when students are connected to the adults in their school community, they are more likely to be engaged in school and see greater academic success. “One persuasive explanation attributes the effectiveness of high-community schools to their capacity to satisfy students’ basic psychological needs for safety, belonging, autonomy, and competence (Deci, Vallerand, Pelletier, & Ryan 1991). When these basic needs are fulfilled, students are more likely to become engaged in, and committed to, the school and, therefore, inclined to behave in accord with its expressed goals and values (Watson 2003).” (https://www.collaborativeclassroom.org/research-articles-and-papers-the-role-of-supportive-school-environments-in-promoting-academic-success.) At a small school with small class sizes, every student is known. Parents/guardians are active participants in iLEAD school life. iLEAD has drawn countless learners who previously felt unwelcome or even unsafe at other schools; we work hard to ensure that each and every child at our schools feel they belong, and when issues do arise, they are addressed promptly and pro-actively by a caring school community.

As proponents of the “whole child” approach to education, we agree that schools should “promote the growth of students as healthy, competent, moral people . . . . [including] the discourse of responsibility, interdependent sociality, community, and commitment . . . . the topics that arise in common human experience.” (Noddings, 2005.) As a fundamental core of our operations, we emphasize our learners’ social-emotional development and sense of “belonging”; including an emphasis on compassionate communication as we help our students develop critical communication and character skills. Numerous studies have documented the impact students’ social-emotional state has on learning and academic outcomes, ranging from a student’s fundamental need to feel safe in an orderly school environment, to fostering motivation and self-awareness in the learning process. (Blum & Libby, 2004; Hamre & Pianta, 2006; Hawkins, Smith, & Catalano, 2004; Jennings & Greenberg 2009; cited in Durlak, et al., 2011, Marzano, 2003). Students who set high academic goals, have self-discipline, motivate themselves, manage stress, and organize their approach to work learn more and get better grades (Duckworth & Seligman, 2005; Elliot & Dweck, 2005; cited in Durlak et al., 2011). Finally, students who use problem-solving skills to overcome obstacles and make responsible decisions about studying and completing homework do better academically (Zins & Elias, 2006; cited in Durlak et al., 2011).

http://www.edutopia.org/sel-research-learning-outcomes#definition At iLEAD, this includes students learning to respect, communicate and collaborate with people who are different from themselves, thereby gaining a comfort level with interactions in an increasingly diverse and connected world. The Leader in Me program, Way of Council and Restorative Justice practices are embedded throughout every classroom and every grade.

As John Dewey wrote decades ago, “Education should be child centered; we should begin planning the lesson by looking at where the child is developmentally.” (Dewey, Experience and Education, 1938.) Rather than a one-size-fits-all approach to learning with a “sage on the stage” teacher imparting knowledge to students, we subscribe to an active, engaged model of learning that is “facilitated” by certified teachers. At iLEAD, our commitment to constructivism and PBL is reflected in a learner-centered learning environment that helps to create a school community where collaboration and cooperation are a natural part of learning. Through teacher-designed or guided activities and projects,
our students learn by doing, with an individualized, differentiated approach that ensures that instruction is personalized for the needs of each learner. Learning is a social process that happens best in a dynamic and effective community. As learners explore, solve problems, reflect and demonstrate their knowledge individually and in groups, they “construct” their own meaning. “[T]o understand is to discover, or reconstruct by rediscovery, and such conditions must be complied with if in the future individuals are to be formed who are capable of production and creativity and not simply repetition.” (Piaget, To Understand is to Invent, 1973.) At iLEAD, our learners are focused on developing critical 21st century skills so that they can solve the problems and challenges of tomorrow, not simply repeat factual information about what happened in the past.

PBL, particularly when focused on “real world” problems, requires learners to solve complex problems using fundamental skills (reading, writing, math, science) and workplace skills (teamwork, problem solving, communication, time management, information synthesizing, utilizing high-tech tools). According to the leading PBL authority, The Buck Institute for Education (BIE), Project-Based Learning is a research-driven approach to developing deeper learning and required competencies for success in college and careers. iLEAD is part of the national Deeper Learning Leadership Forum (DLLF) which focuses on meaningful and rigorous learning through higher engagement and collaboration. Schools where project-based learning is practiced find a decrease in absenteeism, an increase in cooperative learning skills, and improvement in learner achievement.13 When technology is used to promote critical thinking and communication, these benefits are enhanced. Thom Markham of PBL Global, a collaborative partner with iLEAD, writes, “Any new, thoughtful, innovative system of schools designed to reinvent education to match the complexity of 21st century life will inevitably have failures as well as successes. iLEAD has tremendous success with learners – they are engaged, articulate, knowledgeable, and emotionally prepared for adulthood.”14

Notably, this new set of 21st century skills is promoted in the U. S. Department of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS). The SCANS include:15

- Personal and social responsibility
- Planning, critical thinking, reasoning, and creativity
- Strong communication skills, both for interpersonal and presentation needs
- Cross-cultural understanding
- Visualizing and decision-making
- Knowing how and when to use technology and choosing the most appropriate tool for the task

We believe that optimal learning occurs when learners are encouraged to explore the world around them and take risks, including making mistakes and failing, then learning to try again, to persist and develop “grit.” Real-world experiences enable learners to capitalize on their natural curiosity and creativity, and, thus, develop self-motivation and an intrinsic love for learning. iLEAD believes that true

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mastery of content best occurs when learners are given the means to explore, question, solve problems, reflect, make mistakes, try again, and demonstrate their knowledge in different ways.

Learning must “invite learners to experience the world’s richness, empower them to ask their own questions, seek their own answers, and challenge them to understand the world’s complexities.” (Brooks and Brooks, 1999.) We seek to engage learners’ natural curiosities, integrate subjects in practical and meaningful ways, and help students define their own inquiries. (Freire, Pedagogy of the Oppressed, 1970.) iLEAD San Fernando Valley’s instructional program reinforces the intrinsic motivations of play, passion, and purpose, while teaching learners to work in teams, take risks, and learn from failure. These parameters are keys to nurturing learners’ natural curiosity, creativity, and ability to innovate. If what students “know and believe is not engaged, learners may fail to grasp the new concepts and information that are taught, or they may learn for purposes of a test but not be able to apply them elsewhere, reverting to their preconceptions outside the classroom. This means that teachers must understand what students are thinking and how to connect with their prior knowledge if they are to ensure real learning.” (Darling-Hammond, 2008.)

We know that autonomy – particularly for our older learners – is critical to facilitating their motivation in school. As students are permitted to make choices and exercise control over their learning, they develop a sense of pride and responsibility. (http://www.apa.org/education/k12/learners.aspx) Howard Gardner said “You learn at your best when you have something you care about and can get pleasure in being engaged in.” We all can relate to this. At iLEAD, facilitators offer students autonomy to self-select reading, writing, project activities and more – with increasing autonomy as they age – (all with guidance, e.g., leveled readers where students select any book in their level), and simultaneously demand students take responsibility for their own learning. In PBL especially, learners take charge of their own learning by actively designing, researching and developing in-depth studies on topics of interest, then determining the method to display, communicate or convey what they have learned. As they develop skills, learners are increasingly responsible for deciding the topic, what the project consists of, how to implement the project, and reflection on the project. Where possible, learners decide what processes they will use to achieve the project goals and solve the original question. It is the role of the facilitator to guide the learners, set expectations, ask probing questions, and encourage learners to use a broad selection of skills and attributes to complete the work.

Culturally relevant pedagogy with authentic meaning for the learner, incorporating language learning, multicultural education and relevant reflection on cultural and individual diversity are all critical components of the iLEAD model. Teachers must understand what students are thinking and how to connect with their prior knowledge if they are to ensure real learning. (Darling-Hammond, Powerful Learning: What We Know About Teaching for Understanding, 2008.)

High expectations are the standard, and students are expected to take responsibility for their own learning. Expectations and goals are clearly communicated to all learners, both through their Individual Learning Plans (ILPs) as well as each class lesson. Learners at all ages reflect on their own achievements and identify areas in which they need to improve, helping design plans with concrete actions that will lead to improvements as needed. Intensive individualized academic interventions and scaffolding enable learners to retain concepts and skills that are delineated in the state standards. More importantly, they then become equipped to handle the challenges of the future. Vygotsky’s Zone of Proximal Development guides our efforts to differentiate instruction. Vygotsky defines the ZPD as “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in
collaboration with more capable peers” (Vygotsky, 1978). Thus, for example, a learner may need a peer’s help in order to complete a task the first time, but then once she masters it, she is no longer in the ZPD and has moved on to something new.

We also believe that facilitators and learners themselves must continually assess — via multiple methods — learners’ mastery of the expected goals. Facilitators focus on learner achievement data to ensure that learning objectives are met. Learners reflect on their own learning which helps them gain understanding of the way they learn best, while developing critical competencies in their own metacognitive processes. Learners see the relevance and application of their education daily.

Years of research show that an education in the arts contributes to almost everything that we as a nation say we want for children and demand from schools: academic achievement, social and emotional development, civic engagement, and equitable opportunity. (Ruppert, Sandra. Critical Evidence: How the Arts Benefit Student Achievement. National Assembly of State Arts Agencies. Washington, DC: 2006 http://www.nasaa-arts.org/Publications/critical-evidence.pdf.) Involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skills. Arts learning can also improve motivation, concentration, confidence, and teamwork. Strong arts programming in schools also help close gaps that has left behind some children. According to Eric Cooper, President and Founder of the National Urban Alliance for Effective Education, “Arts education enables those children from a financially challenged background to have a more level playing field with children who have had those enrichment experiences.”

At iLEAD, in addition to offering such coursework as visual arts, musical theatre and dance, the arts are woven into all subject areas and we encourage learners to utilize artistic innovation, creation and exploration within their project-based learning experiences and presentations.

9. **Goals for Enabling Pupils To Become And Remain Self-Motivated, Competent, And Lifelong Learners**

Our program has been carefully designed to develop learners to be self-motivated and competent, who view themselves as life-long learners:

- **Self-motivated learners:** Research has found that three elements are needed for learners to be self-motivated: autonomy, mastery, and a sense of purpose. (Pink, 2010.) Through our learner-centered, differentiated, hands-on instruction, (autonomy) learners come to understand that they can achieve and they can experience the rewards and confidence that come with achievement (mastery). As learners develop confidence in their own abilities they approach learning enthusiastically, for their own benefit and the benefit of others (purpose), fostering an authentic self-motivation to learn.

- **Competent learners:** Through “backwards design” and continuous use of achievement data, facilitators will ensure that learning objectives are met by all learners. Learners are asked continuously to reflect on their own learning, helping them gain understanding of the way they

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16 Urbanski, Amanda (2007) THE IMPORTANCE OF ARTS EDUCATION AND NOT LEAVING A CHILD BEHIND
learn best. Learners who can effectively express how they learn best can ‘own’ their education and be successful and enthusiastic life-long learners.

- **Life-long Learners**: Beyond mastering specific skills and facts, students will learn how to learn. As learners actively participate in their own learning, they see the relevance and applications of their education to their daily lives. Thus, well beyond the mastery of specific skills and knowledge, learners – a term we use quite intentionally throughout school life -- will develop a lifelong ability to continue to learn.

10. **THE REQUIREMENTS OF EDUCATION CODE § 47605(B)(5)(A)(II)**

iLEAD San Fernando Valley will pursue the following school wide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of school-wide, subgroup and individual student progress is measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the new California Assessment of Student Performance and Progress (CAASPP), as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the Charter School’s goals as of this petition submission, for all pupils (including statistically significant subgroups) pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. We note that as required under the California Education Code, iLEAD San Fernando Valley’s stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions iLEAD San Fernando Valley anticipates at this point in time.
## LCFF STATE PRIORITIES

### GOAL #1

All iLEAD San Fernando Valley learners will learn and work with high-quality facilitators, standards aligned materials and within facilities that are clean and safe.

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### Specific Annual Actions to Achieve Goal

#### Priority 1 (Basic Services)

- **Priority 1 Outcome 1 - Degree to which facilitators are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching.**
  - Maintain a credential review log as part of the facilitator hiring process.
  - Review master schedule/facilitator assignments prior to the beginning of each semester to ensure compliance.

- **Priority 1 Outcome 2 - Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119.**
  - Review alignment of instructional materials to standards and course offerings.
  - Maintain an annual inventory of instructional materials.
  - Review budget each year to ensure adequate budget for instructional materials is in place.

- **Priority 1 Outcome 3 - School facilities are maintained in good repair pursuant to Education Code section 17002(d).**
  - Annual and monthly facility inspections will screen for safety hazards.
  - Daily general cleaning by janitorial staff will maintain facilities in good repair and adequate cleanliness.

### Expected Annual Measurable Outcomes

#### Priority 1 Outcome 1: All core area subject (English, Math, Science, History, For. Lang.) facilitators will be credentialed in the subject areas they teach.

Metric/Method for Measuring: % of courses and facilitators at iLEAD San Fernando Valley appropriately assigned and with appropriately credentialed personnel.

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</table>
Priority 1 Outcome 2: All iLEAD San Fernando Valley learners will have access to standards-aligned instructional materials pursuant to Education Code Section 60119.
Metric/Method for Measuring: % of iLEAD San Fernando Valley learners who have sufficient access to standards-aligned instructional materials.

Applicable Student Groups

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<tr>
<td>All Students (Schoolwide)</td>
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</table>
| Priority 1 Outcome 3: iLEAD San Fernando Valley facilities will be maintained in good repair pursuant to Education Code section 17002(d).
Metric/Method for Measuring: % of rooms (all) in good repair; iLEAD San Fernando Valley administration will work with facilities personnel to ensure facilities are maintained in good repair.

LCFF STATE PRIORITIES

GOAL #2

All iLEAD San Fernando Valley learners will have access to a personalized, engaging and high-quality education program – including rigorous standards based instructional materials and engaging PBL learning opportunities and access to a broad course of study that includes the arts, leadership, P.E. and world languages – leading to a high school diploma and UC/CSU “A-G” eligibility to a four-year university and/or other post-secondary options.

Specific Annual Actions to Achieve Goal

Priority 2 (Implementation of State Standards)
Priority 2 Outcome 1 - Implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.
Provide CA CCRSS-aligned ELA and math instruction to all learners, including ELs, through a learner-centered model that utilizes online, text and hands-on/project-based instruction.
Provide PD and collaborative planning time for facilitators to understand and analyze learner achievement data on a continuous basis, including state standardized tests and benchmark data, to continuously personalize learning for each learner via their ILP and data driven decision making.

Priority 7 (Course Access)
Priority 7 Outcome 1 - Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as
applicable. (Priority 7)
Provide all learners with comprehensive courses in all core subjects (ELA, Math, Science and Social Studies/History), including all A-G courses for high school learners, as well as learning in the arts, yoga, World Languages and high school electives, as outlined in the charter petition.
Provide technology (tablet computers) to ensure access to web resources and curriculum tools.

Expected Annual Measurable Outcomes

Priority 2 Outcome 1: iLEAD San Fernando Valley will implement the CA CCSSS/NGSS as well as the performance standards.
Metric/Method for Measuring: Curriculum pacing; lesson plan samples; learner ILPs; assessments

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<td>All Students (Schoolwide)</td>
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Priority 7 Outcome 1: All iLEAD San Fernando Valley learners will have access to all programs and services outlined in the charter petition, including A-G courses for high school learners that fulfill Education Code section 51210 and subdivisions (a) to (i), as applicable and with consideration of learner need and interest.
Metric/Method for Measuring: Master schedules; learner folders.

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<td>All Students (Schoolwide)</td>
<td>N/A</td>
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LCFF STATE PRIORITIES

GOAL #3

Every iLEAD SAN FERNANDO VALLEY learner will have a personalized and individualized education that will allow him/her to pursue academic excellence and be college/career ready.

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Local Priorities: ☐ : ☐ :

Specific Annual Actions to Achieve Goal

Priority 4 (Pupil Achievement)
Priority 4 Outcome 1 – Performance on standardized tests and schoolwide measures
Examine CAASPP scaled scores for grades 3-8 and 11, and other newly developed state and federal accountability information as well as internal benchmark assessments (NWEA MAPs) to define annual goals; continuously monitor progress towards schoolwide and individual learner goals with individual facilitators, grade levels and departments through ongoing data reviews.
Priority 4 Outcome 2 - Share of pupils that are college and career ready (A-G)
Offer high school courses to all learners that meet UC/CSU admission requirements.
Counselors and Advisors will track high school learners’ completion of A-G and high school graduation credits and requirements (including taking the SAT) every semester via learners’ ILPs.
Both MS and HS Advisors will conduct “college prep” lessons with learners at every grade level; older high school learners will receive assistance with college and financial aid applications.

Priority 4 Outcome 3 – Share of English learners that become English proficient
Provide highly qualified and experienced facilitators with appropriate EL authorization, along with appropriately experienced and qualified resource personnel, who will continually monitor instruction and achievement of EL learners.
100% of faculty will participate in extensive professional development and coaching on differentiating instruction and specific strategies to support EL’s, including LTELs, updating progress of ELs, ELPAC training and reclassification criteria.

Identify English Learners by proficiency level, ensure ELD instruction is aligned to the new standards, and monitor learner progress in program implementation.

Priority 4 Outcome 4 - English learner reclassification rate
Ensure adequate budget for appropriate EL instructional materials and facilitator PD is in place.
Provide targeted support for EL learners through a personalized curriculum and differentiation, facilitator coaching, additional resource personnel and tutoring to meet EL learner instructional needs.

Priority 8 (Other Pupil Outcomes)
Priority 8 Outcome 1 - pupil outcomes in the subject areas described in Education Code section 51210
Provide CA CCSSS-aligned ELA and math instruction using integrated ELD instructional strategies to all learners, including ELs.
Counselors and Advisors will carefully monitor the progress of ELs (including LTELs and RFEPs) in earning credits and developing EL-fluency for reclassification and ongoing success.

### Expected Annual Measurable Outcomes

**Priority 4 Outcome 1: Schoolwide and all significant subgroups will meet or exceed growth targets set by the state (or comparable measures).**

**Metric/Method for Measuring:** CAASPPs

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<td>All Students (Schoolwide)</td>
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<td>Establish baseline.</td>
<td>Schoolwide and all significant subgroup will meet or exceed targets for</td>
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iLEAD San Fernando Valley 41
Priority 4 Outcome 2: iLEAD San Fernando Valley graduates will have completed UC/CSU A-G requirements, unless otherwise specified by IEP.

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<tr>
<td>All Students (Schoolwide)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A (only serving grades TK-10)</td>
<td>Set baseline (1st graduating class)</td>
<td>Increase over previous year as set in LCAP (estimated 2-3%)</td>
<td>Increase over previous year as set in LCAP (estimated 2-3%)</td>
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Priority 4 Outcome 3: EL learners will advance at least one level on the ELPAC (or other available assessments) each year and LTEls will make progress towards reclassification criteria applicable to LTEls.

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<td>All Students (Schoolwide)</td>
<td>N/A</td>
<td>Establish benchmarks for ELPAC results</td>
<td>Achieve annual growth (as set in annual LCAP) on ELPAC results</td>
<td>Achieve annual growth (as set in annual LCAP) on ELPAC results</td>
<td>Achieve annual growth (as set in annual LCAP) on ELPAC results</td>
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Priority 4 Outcome 4: iLEAD San Fernando Valley will appropriately recategorize English Learners.

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<td>English Learners</td>
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<tr>
<td>All Students (Schoolwide)</td>
<td>N/A</td>
<td>Establish benchmarks for reclassification</td>
<td>Achieve annual growth as needed (as set in annual LCAP) reclassification to meet/exceed District rates</td>
<td>Achieve annual growth as needed (as set in annual LCAP) reclassification to meet/exceed District rates</td>
<td>Achieve annual growth as needed (as set in annual LCAP) reclassification to meet/exceed District rates</td>
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| English Learners | N/A | Establish benchmarks for reclassification | Achieve annual growth as needed (as set in annual LCAP) reclassification to meet/exceed District rates | Achieve annual growth as needed (as set in annual LCAP) reclassification to meet/exceed District rates | Achieve annual growth as needed (as set in annual LCAP) reclassification to meet/exceed District rates |

### LCFF STATE PRIORITIES

**GOAL # 4**

iLEAD San Fernando Valley will create an inclusive school community in which every learner feels a sense of “belonging” and learns crucial personal and character skills through the Leader in Me and Way of Council programs as reflected in strong attendance and graduation rates and student survey results; iLEAD San Fernando Valley will establish multiple opportunities for parent and community engagement in learner life, parent education workshops, and involvement school site decision-making.

| Related State Priorities: | ☐ 1 | ☐ 4 | ☐ 7 | ☒ 5 | ☐ 8 | ☒ 3 | ☒ 6 |
| Local Priorities: | ☐: | ☐: |

### Specific Annual Actions to Achieve Goal

**Priority 3 (Parental Involvement)**

**Priority 3 Outcome 1 – Efforts to seek parent input in decision making.**

iLEAD San Fernando Valley will actively encourage parent engagement in decision-making via parent participation in the iLEAD San Fernando Valley Advisory Councils at each site, ELAC (if applicable) and LCAP planning process

Annual surveys will solicit parent and learner input and satisfaction with school programs.

**Priority 3 Outcome 2 – Promotion of parent participation in programs for unduplicated pupils and special need subgroups.**

Parent events and workshops will be held monthly at the school site (including learner Presentations of Learning)

Parent/facilitator conferences held twice per year
Parents will have numerous opportunities to volunteer at the school and in school events to help increase parent engagement and participation.

Priority 5 (Pupil Engagement)
Priority 5 Outcome 1 – School attendance rates and Chronic absenteeism
Office Manager, Site Directors and School Director will conduct attendance reviews to monitor attendance and communicate with families.
Parent outreach and communications will emphasize the importance of regular and timely attendance each day; as needed, incentives will be offered for strong/timely attendance.
School Director and facilitators will review achievement data to identify learners at risk of not graduating or dropping out and implement appropriate academic and psycho-social interventions as detailed in the charter.

Priority 5 Outcome 2 – Dropout rates
Track grades, mastery-based progression, credit completion and individual learner crises/challenges outside school walls via ILPs and regular check-ins during Advisory to ensure any learners at risk of failure/dropout are identified and provided with appropriate academic and/or psycho-social support.

Priority 5 Outcome 3 – High school graduation rates
Monitor and analyze course passing rates and credit counts for every learner every semester.
Adjust course offerings, curriculum and course progression for individual learners and schoolwide as needed to ensure appropriate intervention in order to allow learners to catch up.
Ensure adequate budget for counseling is in place to maintain low learner/counselor ratio.

Priority 6 (School Climate)
Priority 6 Outcome 1 - pupil suspension rates
Track discipline issues inclusive of suspensions/expulsions (if any) and strive implement alternatives to suspension/expulsion
Establish consistent behavioral expectations, polices and classroom management procedures via facilitator PD and coaching; foster positive relationships, and help create an inclusive, caring school climate through Leader in Me and Way of Council programs.

Priority 6 Outcome 2 – pupil expulsion rates
Track discipline issues inclusive of suspensions/expulsions (if any) and strive implement alternatives to suspension/expulsion
Establish consistent behavioral expectations, polices and classroom management procedures via facilitator PD and coaching; foster positive relationships, and help create an inclusive, caring school climate through Leader in Me and Way of Council programs.

Priority 6 Outcome 3 – other local measures including surveys of pupils, parents and facilitators on the sense of safety and school connectedness
Surveys for all stakeholders will be collected at least once annually

Expected Annual Measurable Outcomes

Priority 3 Outcome 1: iLEAD San Fernando Valley Advisory Councils at each site will meet monthly during the school year and provide input on school matters; ELAC (as needed) and parent participation in LCAP
Process annually will be facilitated by Site Directors.

**Metric/Method for Measuring:** Rosters, meeting attendance/sign-ins, meeting agendas

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>N/A</td>
<td>Set baseline (# of parents participating in iLEAD SFV Advisory Council, ELAC and LCAP process)</td>
<td>Increase parent participation per goal set in LCAP</td>
<td>Increase parent participation per goal set in LCAP</td>
<td>Increase parent participation per goal set in LCAP</td>
<td>Increase parent participation per goal set in LCAP</td>
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**Priority 3 Outcome 2:** iLEAD San Fernando Valley will promote parent participation in workshops and events throughout the school year, attendance at parent-facilitator conferences and volunteerism at and in support of the school

**Metric/Method for Measuring:** Meeting/event attendance, parent-facilitator conference attendance, volunteer hours.

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>N/A</td>
<td>75% of parents will attend at least two events each year; 50% of parents will volunteer at least 10 hours per year (not required)</td>
<td>Increases in parent engagement will meet annual goals set in the LCAP based on previous year’s data (anticipated 5% increases)</td>
<td>Increases in parent engagement will meet annual goals set in the LCAP based on previous year’s data (anticipated 5% increases)</td>
<td>Increases in parent engagement will meet annual goals set in the LCAP based on previous year’s data (anticipated 5% increases)</td>
<td>Increases in parent engagement will meet annual goals set in the LCAP based on previous year’s data (anticipated 5% increases)</td>
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Priority 5 Outcome 1: iLEAD San Fernando Valley will maintain a strong attendance rate, minimize chronic absenteeism.

**Metric/Method for Measuring:** ADA, truancy rates

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>N/A</td>
<td>≥95% ADA</td>
<td>≥95% ADA</td>
<td>≥95% ADA</td>
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Priority 5 Outcome 2: iLEAD San Fernando Valley will maintain a lower cohort dropout rate than District Resident school averages.

**Metric/Method for Measuring:** % of cohort drop-outs

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<tr>
<td>All Students (Schoolwide)</td>
<td>N/A</td>
<td>At least 2% lower than District comparable resident schools</td>
<td>At least 3% lower than District comparable resident schools</td>
<td>At least 4% lower than District comparable resident schools</td>
<td>At least 5% lower than District comparable resident schools</td>
<td>At least 5% lower than District comparable resident schools</td>
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Priority 5 Outcome 3: iLEAD San Fernando Valley will maintain a higher high school cohort graduation rate and higher A-G completion rate than District Resident school averages.

**Metric/Method for Measuring:** % of cohort graduates.

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<tr>
<td>All Students (Schoolwide)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>At least 5% higher</td>
<td>At least 5%</td>
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Priority 6 Outcome 1: iLEAD San Fernando Valley will maintain low suspension rates that are the same or lower than District Resident school averages.
Metric/Method for Measuring: % of student suspensions

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>N/A</td>
<td>&lt; 3%</td>
<td>&lt; 3%</td>
<td>&lt; 3%</td>
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Priority 6 Outcome 2: iLEAD San Fernando Valley will maintain a low expulsion rate that is the same or lower than District Resident school averages.
Metric/Method for Measuring: % of student expulsions

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>N/A</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
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Priority 6 Outcome 3: iLEAD San Fernando Valley will survey stakeholders at least once annually with at least 80% of each stakeholder group indicating satisfaction with school climate and programs.
Metric/Method for Measuring: % satisfaction on school climate survey

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>N/A</td>
<td>≥80% stakeholder satisfaction</td>
<td>≥80% stakeholder satisfaction</td>
<td>≥80% stakeholder satisfaction</td>
<td>≥80% stakeholder satisfaction</td>
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INSTRUCTIONAL DESIGN

11. CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH

iLEAD SFV will provide a standards-based curriculum that is both skills-based, hands-on, and collaborative, in order to ensure each and every learner meets our high expectations for success in developing 21st century skills as they master state standards learning objectives for each grade. In
elementary through high school, we use extended learning blocks to allow facilitators to go more deeply into the curriculum, and enable sufficient time for learners to engage in hands-on activities and projects that deepen their understanding. The following provides a more detailed description of the core tenets of our model:

Personalized Learning
Constructivist and Project-Based Learning
Community

**PERSONALIZED LEARNING**

At the start of each school year, learners and their facilitator (grades TK-5) or Advisor (grades 6-12), in collaboration with parents/guardians, create an **Individualized Learning Plan (ILP)** that includes individual goals (academically aligned to state standards and social/emotional goals). Each learner then has an opportunity to reflect upon and evaluate their progress toward those outcomes, starting at a basic level when they are younger and improving their ability to self-assess over time. At the start of each school year they meet with their facilitator/advisor and their parent to review assessments and set goals. Throughout the year, they meet to look critically at what they have accomplished, reviewing assessment data and examining a portfolio that showcases what they have learned throughout the school year.

The portfolio-based **Learner Led Conferences** help ensure that learners are making progress toward their ILP goals and accountable to themselves, their families, their facilitators, and the school community. In addition, the experience creates a powerful incentive for learners to develop their skills through the communication of high expectations, public display of meaningful and beautiful work, and opportunities to showcase talents in modalities that best suit learners’ distinct learning styles.

**CONSTRUCTIVIST AND PROJECT-BASED LEARNING**

Research shows that each individual constructs knowledge rather than receiving it from others.\(^{17}\) Constructivist teaching is based on the belief that learners learn best when they gain knowledge through exploration and active learning. Hands-on materials may supplement or replace textbooks, such a manipulatives in math at the lowest grades, or science labs in upper grades. At iLEAD, learners are encouraged to think and explain their understanding and processes, instead of simply memorizing and reciting facts. For example, a learner may choose to construct a skateboard ramp or redesign a building’s wheelchair ramps to learn and demonstrate mastery of algebraic reasoning skills. According to brain-based research, authentic learning situations increase the brain’s ability to make connections and retain new information. Teaching strategies that enhance brain-based learning include active learning, field trips, guest speakers, and real-life, authentic projects that allow learners to use many learning styles.\(^{18}\)

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Throughout each grade level, learners take charge of their own learning by actively planning, researching and developing in-depth study on a topic of interest through PBL. Some projects are collaborative with one or more peers, while others are solo, yet each requires depth and breadth over time. As learners develop knowledge and skills, they are increasingly responsible for deciding the topic, what the project will consist of, how to implement the project, and reflection on the project. Where possible, learners decide what processes they will use to complete the project, according to their individual learning styles. The facilitators help the learners, set expectations, facilitate questions, and encourage learners to use different approaches to accessing, mastering and exhibiting mastery of content.19

Through project-based learning, learners will be motivated and challenged and, as a result, actually look forward to their next assignment. They apply what they have learned in one subject area to newly encountered situations in another. They can see how their classwork relates to real life while gaining indispensable knowledge, skills and beliefs, including critical thinking, collaboration, grit, and communication.

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iLEAD SFV will follow the Buck Institute for Education (BIE) processes for “Gold Standard PBL” (Buck Institute for Education, 2015) and implement:

- iLEAD Project Design Guide for planning projects
- iLEAD rubrics for assessing social emotional learning and academic rigor
- Project tuning protocols for calibrating projects by providing administrative and peer feedback to facilitators
- Critical Friends protocols for providing feedback to facilitators and learners
- Data Protocols to use existing data from formative and summative assessments to plan and scaffold projects.

During summer professional development each year, all facilitators of iLEAD SFV will spend one full week in “Camp Make,” led by iLEAD Education’s experts in PBL, along with monthly PD sessions devoted to PBL led by peer facilitators at the school site. Every new facilitator is assigned a mentor/partner to guide them through the PBL process. In monthly meetings, facilitators present their projects and participate in the critical friends process of getting feedback from their peers. This allows proficient facilitators to model best practices and for new facilitators to get meaningful feedback and help in a safe environment.

Throughout the PBL process, facilitators will act as metacognitive coaches, serving as models, thinking aloud with learners and practicing behavior they want their learners to use. They facilitate a learning process that includes learners’ interests and aspirations and is, therefore, learner-driven.

The facilitator is most active in planning instruction in a project-based classroom. This role entails content knowledge and sequencing of projects; knowledge of each learner in order to provide timely and effective scaffolding, differentiation and support; providing timely feedback on learners’ work and discussion; and evaluating learners. The facilitator’s main goal is to understand the learner’s strengths, challenges, passions and interests. By building strong relationships with learners, facilitators are better able to design effective educational experiences. These may include, but are not limited to, providing targeted instruction or support to learners with common needs during various phases of PBL; planning whole class activities in preparation for project introduction; working individually with learners to address specific needs; collaborating with resource specialists and other peers to appropriately scaffold PBL for learners with special needs; pre-teaching or re-teaching skills essential to the successful completion of the project.

The following framework is based on the BIE’s publication, Setting the Standard for Project Based Learning: A Proven Approach to Rigorous Classroom Instruction (Larmer, Mergendoller, & Boss, 2015), and Deeper Learning competencies (William and Flora Hewlett Foundation).

<table>
<thead>
<tr>
<th>Essential PBL Design Elements</th>
<th>Facilitator and Learner Tools</th>
<th>The Nature of Learning</th>
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<tbody>
<tr>
<td>Challenging Problem or Question</td>
<td>Facilitators and learners use pictures, videos or photos that provoke interest in a topic and can be useful to ignite learners’ curiosity and frame a problem or question in a way that moves learners to action. Facilitators consider:</td>
<td>Master Core Content Critical Thinking Problem-Solving Collaboration Effective Communication Self-directed Learning An “Academic Mindset”</td>
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<tr>
<td>Project through Sustained Inquiry Goals</td>
<td>TeacherTube, TED Ed, Skype, Google Hangouts or a guest speaker as an “Entry Event” to a project.</td>
<td>Master Core Content: Critical Thinking, Collaboration, Problem-Solving, Communication, Self-directed Learning</td>
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<tr>
<td>Sustained Inquiry</td>
<td>Facilitators use different tools to sustain inquiry, such as using Newsela, which offers daily news articles from major publications in English and Spanish at five different reading levels for learners in grades 2-12.</td>
<td>Master Core Content: Critical Thinking, Collaboration, Problem-Solving, Communication, Self-directed Learning</td>
</tr>
<tr>
<td>Authenticity</td>
<td>Facilitators design authentic projects using the iLEAD PBL Design Guide to identify and select K-12 challenging standards and matching learner’s interests.</td>
<td>Master Core Content: Critical Thinking, Collaboration, Problem-Solving, Communication, Self-directed Learning</td>
</tr>
<tr>
<td>Voice &amp; Choice</td>
<td>Facilitators use learning management portals (Google classroom, Edmodo, Echo, NOVARE etc.) to help learners manage, archive, and showcase projects. Learner and facilitators use Google accounts to create Google Docs to work collaboratively on their projects, archive project documents, and manage their work.</td>
<td>Master Core Content: Critical Thinking, Collaboration, Problem-Solving, Communication, Self-directed Learning</td>
</tr>
<tr>
<td>Reflection</td>
<td>Learners use blogging platforms, such as KidBlog, Edublogs, and Weebly that offer learners virtual spaces to reflect on their projects. Learners can also comment on one another’s posts.</td>
<td>Master Core Content: Critical Thinking, Collaboration, Problem-Solving, Communication, Self-directed Learning</td>
</tr>
<tr>
<td>Critical Feedback &amp; Revision</td>
<td>Facilitators have regular individual and team check ins. Facilitators use face-to-face time or tools such as Screencast-O-Matic to provide oral feedback on learners writing or work products, which is a useful strategy for English learners, learners with</td>
<td>Master Core Content: Critical Thinking, Collaboration, Problem-Solving, Communication, Self-directed Learning</td>
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disabilities, or struggling reading. Also, tools such as Educurious which offers learners access to project and career experts who can provide real-world feedback.

| Authentic Audience/Product | In person or virtual presentations by learners are opportunities that help showcase the PBL process. For example, Biz Movie is a fun and engaging way to demonstrate learning in a project. Learners show what they know and can do by creating animated movies. Learners create and run movie companies, learning about entrepreneurship and business. | Master Core Content, Critical Thinking, Problem-Solving Collaboration, Effective Communication, Self-directed Learning, An “Academic Mindset” |

As illustrated in the framework above, elements of our PBL model include:

**The lens of the PBL process**

An effective PBL process prepares the learner for real life experience - College and Career Readiness. College and Career Readiness or 21st Century skills are embedded in every step of the project and combined with all knowledge, concepts and understandings. Universal themes/concepts are the process roadmap for key knowledge, ideas, and concepts. The PBL projects are built upon CA CCSS, NGSS and other rigorous standards, concepts, and in-depth understandings fundamental to subject areas and academic disciplines. In gold standard projects, learners learn how to apply knowledge to the real world, and use it to solve problems, answer complex questions, and create high-quality products. PBL equips learners with an educational experience where they learn how to attain and implement critical thinking skills not in an abstract and isolated way, but through cross-disciplinary and meaningful inquiry. They learn how all subjects are interconnected and codependent in the authentic PBL environment that is directly and purposefully linked to real-world experiences. All projects include a focus on: project design, critical thinking, meaningful collaboration for authenticity, social-emotional development and regulation. Projects also incorporate scaffolding to accommodate an individual learner’s level of performance. Scaffolding also fosters the development of other skills, concepts, intellectual capacities, and individual qualities such as persistence, organizational skills, and inventiveness.

**Challenge/Problem or Question**

This is the essence of the project and defines what the project is about. It is the beginning quest of every project trajectory. Projects begin with a universal theme or concept that leads to a problem to investigate and solve, or a question to explore and answer. It supports the process rather than the product. It could be something real and tangible (the school needs better furniture that would support group collaboration) or complex and puzzling (deciding who needs better education and why). The key is in the “meaningful engagement” that brings learners and communities together in the pursuit of answering a question or developing a project that allows for personal and professional connection. Learners don’t just “remember” because they must. They do so because they inquire and question. They
learn because they have a real need to know something, so they can use this knowledge concepts and skills to solve a problem or answer a question that matters to them. The Challenge/Problem or Question is introduced at an “entry level” where all learners understand and can get engaged. When facilitators plan and implement a project they (sometimes with learners) write the universal theme or essential question that is open-ended and learner-friendly. This is done so that the learners along with the facilitators can formulate one or more meaningful “driving questions” that focuses the “next steps” and defines different projects, pursuits, and action plans.

**Meaningful and Sustained Inquiry**
Engaging in meaningful and sustained inquiry is a more dynamic, complex and multi layered practice than simply “finding the right answer” or “Googling the answer.” The meaningful and sustained inquiry practice requires some serious energy and engagement, which implies a good project endures more than a couple of days or a week. In PBL, the inquiry practice is complex and puzzling. Faced with a real challenge or problem, learners are stimulated to ask questions. They seek answers through ongoing research, collaboration, and workshops that help them “dive deeper” and find the necessary tools to come to a creative solution or process. Projects can join distinctive data sources, blending the conventional thought of “exploration” – perusing a book or looking at a site – with field-based methods such as connecting with experts and study trips. Additionally, learners may interview or collaborate with the authentic audience and/or consumers of the project for meaningful and constructive feedback and help.

**Ingenuity/Authenticity**
The moving force for iLEAD PBL process is ingenuity/authenticity. In a PBL sense, the idea of ingenuity and authenticity reflects the genuine connection of the project with the real-world. This is the time when we pause and ask the learners:

- What does the project/solution/process mean to you?
- What does it mean to the community/authentic audience/partners/team(s)?
- How does your project initiate an action in your community or wider parameters? Does your project/problem/process/solution solve/respond to . . . ?

The connection with the real-world stimulates learners’ inspiration and learning. The ingenuity and authenticity of a project can be developed through several aspects. It can have a real connection, for example, when learners take care of issues like those confronted by individuals in fields outside of school (e. g., scientists designing new wing shapes for maximizing aircraft flight time; bankers creating new investment plans; legislators preparing new proposals for education…). This would include real-world steps and procedures, well balanced with rigor (academic and college readiness standards). For example, learners may respond to sustainability issues through scientific reports, project proposals and authentic products which address current needs and incorporates ELA, math, sciences & art. Authenticity can reflect on a situation surrounding the learners and their environment, such as rearranging their learning space or creating a better schedule. It could also evolve from responding to local, national or current world problems/needs. Most importantly, the lens of authenticity allows learners to find or build personal and meaningful reflection in their project by drawing on their values, cultures, traditions, norms, interests, passion, and backgrounds.

**Learner Voice & Choice**
PBL means learning through experiences along with learner-driven and engagement in sustained inquiry. For these experiences to be meaningful, learners are given the freedom to “voice their opinion,
preference, passion” and choose a personalized path for developing a project. Learners must feel the personal connection with the project question(s) and the freedom to develop their own project. Facilitators act as the partners in the project process, and plan, create, and collaborate with the learners throughout the whole process. A project should never feel like a “locked box” with definite steps and answers. On the contrary, learners should have the freedom to navigate the process, learning from mistakes/failures and constructive feedback. “Voice and choice” means that learners have control and input over every step of the project from development to implementation, creation, innovation, collaboration and presentation. When allowed to choose, learners respond by generating meaningful questions that help them research and build a set of tools for use with their project. Some learners and groups may even collaborate with facilitators in the initial stages of planning and scaffolding a project that includes close connection and meaningful outcomes.

**Reflection**

According to John Dewey, “Education is a social process; education is growth; education is not preparation for life but is life itself.” As such, it is vital for the PBL process to include reflective practice because “We do not learn from experience...we learn from reflecting on experience.” Effective PBL includes reflective practice that is purposefully scaffolded and multilayered. Facilitators, learners, teams, and stakeholders engage in multiple reflective cycles before, during, and after every project. Reflection include aspects such as: Trust and Support, Communication, Making Decisions, Cooperating, Teamwork, Problem Solving, Leadership Roles, Respecting Others, Giving and Receiving Feedback, Respecting Personal Differences, Relationship with Audience, Project Ideas, and Process Work. The format of reflection can vary from an individual or team discussion to project benchmarks, journals, professional panels, and Presentations of Learning (POLs). Reflection should always have a clear goal and objective.

Setting specific goals for reflection helps learners use reflective practice as an opportunity to grow/revise/improve their work, further their knowledge/understanding/practice and experience real-world opportunities where reflection is a routine part of a professional endeavor.

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Feedback & Revision
The next step after reflection is feedback and revision. The reflection serves as a map for revision, based on the feedback. During the initial stages of feedback and revision, participants learn the norms and sets of behavior related to revision and feedback. From constructive criticism to peer feedback, learners become equipped with the necessary tools for engaged and sustained feedback through rubrics, modeling, formal and informal feedback, and protocols. Also, the most meaningful feedback for effective revision is the one that comes from authentic audience or experts in the field. Facilitators are mindful of this process and include opportunities for professional feedback where appropriate.

Authentic Audience/Product
One of the main reasons for choosing PBL is the opportunity for using and choosing authentic audience and developing an authentic process/product. Authentic PBL involves complex challenges that require judgments and a full array of tasks. At the same time, it requires an authentic assessment that is seamlessly integrated within the process. Learners exhibit various interests, passion, and performance scope/engagement based on the environment. So, when developing the project, including learners is essential in targeting authentic audiences and choices for authentic product/process. The process provides focus on learner’s abilities to define, analyze, and assume various roles in projects. The authentic audience and product are vital for social emotional growth, which adds greatly to PBL’s motivating power and encourages high-quality work. Learners tend to respond better when their audience is wider than the classroom/school parameter. Finding the right balance between stimulating external motivation and fearful authoritative performance anxiety is important in this process. In addition, when learners understand they are the “engineers and designers” of the PBL process and/or product versus the consumer, they tend to get excited about sharing the project with the targeted audience. This sense of teamwork and process-oriented collaboration helps develop a healthy learning community where learners and facilitators work together for a common cause.

Finally, at iLEAD we include an emphasis on “Beautiful Work,” a term from Ron Berger, Chief Academic Officer at Expeditionary Learning and referenced by the Buck Institute of Education (BIE). It refers to the emphasis on projects in which learners are expected to create high quality products through a process involving critique protocols, public audiences, and models of excellence that takes place through multiple drafts and rehearsals. Berger provides a starting point for discussion on how to engage learners in high quality work in a project through a shift in school-wide culture and a sharp contrast from a traditional school setting where the focus is generally on quantity rather than quality.

The term applies as much to original scientific research and math solutions as to the eloquence of writing or the precision of architectural drafting. Always, in all subjects, there is the quest for beauty, for quality, and we critique all that we do for its level of care, craftsmanship and value. In PBL, learners create original, beautiful work. The school itself is a gallery: elegant work is displayed everywhere — on walls and on shelves — and learners take pride in the beauty of their product. All work is brought through multiple drafts or rehearsals to refine and improve it. In this process of revision, learners engage in formal and informal critique sessions, and invite critique from “masters”— experts from outside the school. Work is posted publicly in draft form and in final form for public comment. Sometimes the sharing of work is through gallery exhibitions and other times through publications, presentations, performances or projects for the community.

As an example of the type of in-depth learning our PBL model facilitates, the following are some sample descriptions of projects in different grade levels:
Project Name: Our Business
Estimated Duration: 7-8 weeks
Grade Level: 2nd

Project Description:
Learners will experience many of the realities and pressures of opening and running a successful business. They will learn about the many aspects of economics and commerce including advertising, money management, personal competitiveness in a job field, teamwork in a business setting, money math (adding money, coin and bill knowledge, making change), and the importance of professionalism. Other skills touched upon not directly related to business include paragraph writing and formatting, sequencing, and script writing.

Sample Standards Covered
- Coin Recognition (worth, value and American symbols)
- Adding coins
- Adding and subtracting money
- Economy Vocabulary (producer, consumer value, business)
- Application process for buying produce
- Business: definitions, responsibilities, sustainability
- Behind the scenes (operational aspects of business - entertainment, advertising, logos, websites, menus...)

The class collectively decides what type of business to open (e.g., a pizza restaurant) and votes on a name. They engage in the following activities throughout the project:
- interview the owner of local pizza restaurant
- play games with the following vocabulary words: supply, demand, producer, consumer, tax, advertisement, value, employee, good, product, service
- play games dealing with money
- create their own “arcade” games (ala Caine’s Arcade) for the restaurant
- create their own website for our restaurant
- create a logo, advertisements, signage, menus, decorations and art for the restaurant (studying the purpose of each and qualities that make each appealing to consumers, etc.)
- host a “practice” restaurant opening with peers at school, refine their project, then a “real” opening with invited members of the community, with each learner assigned specific jobs

Sample Assignment descriptions:
Consumer packet – learners make choices as any consumer would at a pizza restaurant by circling choices and their prices (type of pizza, toppings, drink, etc.) in a packet. They must then write what they plan on purchasing in a grammatically correct sentence using commas in a list (something learned during the course of the project). They must then do the math of their choices (how much everything will cost). Then, they must find how much change they should receive if they pay with a 100 dollar bill. Then they must draw a realistic expectation of how they could receive that change (bills and coins). Finally, they draw the pizza they would have purchased.

Producer Packet – similar to the consumer packet except they are now making choices on how their money should be spent in opening a start up business (location, furniture, employees, ingredients). They then do this math and find how much money they would have left over if they started with 99 dollars (not realistic to cater to their math skills) and write about something they could invest in in their business with the leftover funds.
Menu Introduction – a full paragraph intended to be the introduction to a menu at a fancy restaurant. Learners are experienced to the writing process of circle map, flow map, rough draft, final draft.

Job Sequence Paragraph – a full paragraph written explaining the correct sequencing of the duties needed for learners’ specific job titles. Learners are experienced to the writing process of circle map, flow map, rough draft, final draft.

Business Proposal – a full paragraph written in search of investors for their business. Learners are experienced to the writing process of circle map, flow map, rough draft, final draft.

Personal Resume – a resume made completely by the learner, highlighting their desired position of the restaurant, their contact information, their relevant experience, more interesting facts about themselves, and their references. It is by this resume that they are hired for their positions.

Business/Pizza Readers’ Theater – a full script done by groups of three. Learners are immersed in and must think critically about conflict, plot, setting, and character traits. This process starts with a brainstorm sheet, then a rough draft, then a final draft. There must be a minimum of three lines per group member, and a minimum of three unit vocabulary words used in the appropriate context. This is performed by the group after they have been given time to rehearse.

Project Name: Mars Colonization
Estimated Duration: 8 weeks
Grade Level: 5th

Project Description:
In this project, fifth graders embark on colonizing Mars by exploring the big picture of what it means to inhabit a currently lifeless planet. Learners begin the project through a simulated experience of moving their current learning experience outside due to a fictional conflict where they learn the value of the resources many of us take for granted. After reflecting on this experience, the project is introduced and learners begin researching the four domains of colonizing the red planet: relocation, breathable air, architecture, and food. From here, they choose the category that best suits their interest in creating a thorough plan regarding one of these principles alongside three of their peers. All categories come together to create one airlock plan which is presented in the style of a press conference, complete with space industry professionals in the audience who provide sincere questions and feedback.

Sample Standards Covered
5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.
5-ESS1-1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.
5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
3–5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
3–5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
Social Emotional
Teamwork and collaboration on a micro and macro level
Grit
Perseverance
Interdisciplinary Connections
Language arts in presentation skills
Science in concepts and solution creation
Math in solution creation and graphing observations
Social studies in comparison to historical colonizations

Sample Activities
Star Constellation (Graphing)
Model of Earth’s rotations and revolutions.
Shadow Chart
Compare the colonization of US settlers to those of future Mars colonists
Show the hypothetical path of a Mars Rover and show where various energies and forces occur

Presentation of Learning
In their learning space, there will be four sections regarding the four different categories (breathable air, food, architecture, relocation), each presenting simultaneously. Audience members will be given a group number to which they are with for the entirety of the presentation. Each presentation will take place for five and a half minutes, followed by one minute of questions from the audience (with the space industry professionals) having priority of these questions. Then, the audience will provide written feedback, and then rotate to the next section. This means that learners will present for a total of four different times, to four different audiences. Each cohort gets their own 40 minute slot.

Project Name: Forces of Change
Estimated Duration: 6-7 weeks
Grade Level: 6-8th

In history we see frequent changes that spark up from scientific innovations to political revolutions; but what really lights the fire that causes the changes to occur? In this project students will investigate the many ways that different forces spark the wheels of change.

Sample Standards
Science: MS-PS2-1, MS-PS2-2, MS-PS2-4, MS-PS3-1, MS-PS3-2 maybe MS-PS4-1, MS-PS4-2, MS-PS4-3, MS-PS4-5
History: 8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

English: W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
W.8.2- write informative/explanatory texts
W.8.9 Draw evidence from literary or informational texts to support analysis, reflection and research
RL.8.2- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Social Emotional Learning
Problem Solving and Risk Taking, Thoughtful Work
Interdisciplinary Connections
Science content: Gravity & scientific process
Engineering practices (Maker Lab)

Math can include formulas, vectors, area (esp. under curves), test data collection and coordinate graphing

1. Interactive debates revolving around issues involving of the Revolutionary War
2. Political Cartoon debate and creation
3. Literature Circles including books that focus on Revolutions around the world.

Performance Tasks
STEAM: Design a model showing changes in velocity, direction; predict and calculate results; build and test the model. Models are encouraged to investigate science specific to the Revolutionary War such as firing cannons or sailing (tallships/warships). If desired, learners could extrapolate 1700s transportation/weaponry to modern or future colonization of Moon or Mars (focusing on launch vehicles, etc.). If Waves standards are added to this unit, students could also choose to do ocean and wind currents as forces of motion, the effects of the sounds of war (cannons, muskets) on human ears, etc.

5 Newspaper Articles focused on the American Revolution: Learners will choose a side of the revolutionary war in which to be conscious reporters about and will write articles including:
   1. Persuasive Article- Learners engage in a classroom debate about the choice to declare independence (use multiple arguments)
   2. Battle Article-
   3. Interview Article
   4. Persuasive
   5. Political Cartoon
   6. Scientific Invention/Explanation Article

Literature Circles- Weekly book meetings that analyze novels who have a main focus on Revolution
   1. Revolution isn’t a Dinner Party by Ying Chang
   2. Persepolis by Marijane Satrapi
   3. Fahrenheit 451 by Ray Bradbury
   4. Animal Farm by George Orwell

Presentation of learning
Learners summarize their work in a short 3 minute presentation that can be done in any format (slideshow, video, written report...options are limitless)

Project Name: The Monsters of History
Estimated Duration: 6 weeks
Grade Level: 9-12

Project Description
What aspects define life? Why?
How do we decide who are the monsters in our society?
CA Common Core State Standards
- ELA-Lit.WHST.9-10.2b
- ELA-Lit.WHST.9-10.4
- ELA-Lit.WHST.9-10.7
- 21st Century Skills

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<thead>
<tr>
<th>Leadership</th>
<th>X</th>
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<tr>
<td>Self direction/work ethic</td>
<td>X</td>
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<tr>
<td>Creativity</td>
<td>X</td>
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<td>Collaboration</td>
<td>X</td>
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<td>Innovation</td>
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<td>Problem Solving</td>
<td>X</td>
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<td>Critical Thinking</td>
<td>X</td>
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</tbody>
</table>
Digital Literacy ___X___

- Interdisciplinary Connections
- ELA
- History
- 7 Habits: Habits 1, 2, 3, 4, 5, and 6 are connected and well-represented
- Art: Painting and Graphic Arts; comic book
- Digital Literacy: infographics

Performance Tasks and Activity Examples
- Authentic Research (Individual and group)
- The research process
- Writing a meaningful essay for supporting ideas and details
- Annotated Bibliography
- Monster DBQ
  - Why Our Brains Love Horror Movies - The Daily Beast
  - How do we define the monsters in our society? Who are the monsters in our society?
- Journal Prompt: Who is your monster? Why are you interested in this monster? Write a detailed journal entry about why you are interested in this monster.
- Prompt: 1. Define your definition of monstrous act.
  2. Is dropping the atomic bomb a monstrous act? Why or why not?
  3. Is the holocaust a monstrous act? Why or why not?
  4. are the great purges a monstrous act? Why or why not?

Through these types of grade-level appropriate, in-depth, interdisciplinary projects over an extended period of time, our learners will not only master core content and 21st skills and knowledge, but perhaps most importantly, they learn how to learn independently and with rigor.

COMMUNITY

iLEAD has recently begun the process of becoming certified Leader in Me schools, through Franklin Covey’s 7 Habits of Happy Kids (The Leader in Me) with the embedded character traits of:

- Trustworthiness
- Empathy
- Respect
- Responsibility
- Fairness
- Caring
- Citizenship
- Honesty
- Courage
- Diligence
- Integrity

Our goal is to see each student develop the essential qualities valuable and common to our society and to use those qualities to impact positively his or her personal life and community. Our core values are
reflected in the statement “Leaders who are respectful, empathetic and inspiring.” We emphasize with our students that “Character is doing the right thing whether anyone is looking or not.”

Character traits are taught through The 7 Habits of Happy Kids by Stephen Covey:

THE 7 HABITS OF HAPPY KIDS

Habit 1 — Be Proactive
You’re in Charge
-I am a responsible person. I take initiative. I choose my actions, attitudes, and moods. I do not blame others for my wrong actions. I do the right thing without being asked, even when no one is looking.

Habit 2 — Begin with the End in Mind
Have a Plan
-I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school’s mission and vision. I look for ways to be a good citizen.

Habit 3 — Put First Things First
Work First, Then Play
-I spend my time on things that are most important. This means I say no to things I know I should not do. I set priorities, make a schedule, and follow my plan. I am disciplined and organized.

Habit 4 — Think Win-Win
Everyone Can Win

Habit 5 — Seek First to Understand, Then to Be Understood
Listen Before You Talk
-I listen to other people’s ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I am confident in voicing my ideas. I look people in the eyes when talking.

Habit 6 — Synergize
Together Is Better
-I value other people’s strengths and learn from them. I get along well with others, even people who are different than me. I work well in groups. I seek out other people’s ideas to solve problems because I know that by teaming with others we can create better solutions than anyone of us can alone. I am humble.

Habit 7 — Sharpen The Saw
Balance Feels Best
-I take care of my body by eating right, exercising and getting sleep. I spend time with family and friends. I learn in lots of ways and lots of places, not just at school. I find meaningful ways to help others.

(Covey, The 7 Habits of Happy Kids, 2011.)

Components of our Leadership Development Program
Our leadership development program is embedded throughout school life, with all stakeholders – students, teachers, administrators, staff, Board members, parents and community members all involved. The main goal is to shift away from the typical ‘sage on the stage’ model of teacher and staff led school, to a ‘guide on the side’ model.

As we work to “develop exceptional leaders,” we mean that all of our students will have experiences and recognize qualities of leadership. When commonly recognized and admired leaders – in any realm –
as asked how they got to where they are, they inevitably refer to past experience, practice, failure, and reflection. We support our students in having hands-on experience through their academic work to try new things, to explore, investigate, and engage with the content. This helps them develop intrinsic motivation to learn and to grow. We relinquish control and our faculty become the “guide on the side” as student explore the standards-based content in a deeper way. We also relinquish control over some aspects of the day in order to ensure students have opportunities to practice tangible leadership skills, like collaborative decision-making, public speaking, organizing activities and more. For example, students at iLEAD SFV will help to lead assemblies, including preparation, design and public speaking, and will be invited to design ‘action teams’ to address areas of school life (academic, environment, social) that can be improved through their efforts. Through these hands-on activities – in the classroom, in schoolwide activities and events – we also give our students the opportunity to fail. We help our students understand that failure is a significant part of learning and growth – and has led to some of the world’s most important discoveries – and that persistence and reflection can ensure “failure” leads to success. Allowing environments for learning where failure is part of exploration, and learning is reflective, makes it safe to take risks in order to grow.

As students continue to drive the direction for our school, we anticipate learners leaving our environment not only ready to learn, but ready to transform their community.

As illustrated in the following graphic from *The Leader in Me*, five “core paradigms” encompass the program. “Instead of seeing children through the lens of a normal distribution curve—some kids are naturally smart and others are not—*The Leader in Me* paradigm sees that every child is capable, every child is a leader. This paradigm changes everything.” (theleaderinme.org)

The following are some of the ways in which we will implement the program across the school:

*Classroom Respect Agreements*: As a preventative part of the school wide discipline policy, teachers and students work together at the beginning of each school year to develop a Respect Agreement. These agreements are posted in the classroom and serve as a visual reminder that each member of the classroom community serves as a vital part. The idea that “Trust grows when agreements are made and kept” helps encourage students to keep their agreement to respect themselves and others.
**Daily Greet and Meet:** Teachers meet every student at the door with a handshake, fistbump, etc. and a greeting with eye contact. The first 15-30 minutes is reserved for a leadership time with emphasis on the 7 Habits and their application. The morning gathering in each classroom is designed to intentionally teach and develop leadership skills, with opportunities that allow students choice and ownership of program goals, and opportunities for reflection (class journaling) that focus on leadership development.

**Monthly Schoolwide "Habit" Focus:** students survey all 7 Habits in *The Leader in Me* in the first 7 weeks of school in grade-appropriate ways; each Habit is then taught more in-depth in subsequent months.

**Quarterly Celebration Assembly:** Students lead quarterly character assemblies that accentuate the current habit. Parents/guardians and friends are invited to take part in these gatherings. The assemblies are one way in which students can practice leadership skills.

**Service-learning projects:** student-directed opportunities for service to both our internal community at school, and our surrounding community.

**Leadership Skills:** students are given opportunities to demonstrate and practice leadership skills in diverse ways, as classroom leaders (e.g., messenger, homework collector, line leader, health monitor, supplies director, etc), as speakers at assemblies, as environmental details on campus to reflect our Leader in Me work (murals, mosaics, plants, etc.), every student has a role. Regular journaling on leadership encourages student reflection. Student report cards include specific leadership traits, and students set goals for their own leadership development, with their parents and teachers.

**WiseSkills Character Curriculum:** tools to support intentional teaching of personal character development.

**Discipline That Restores:** The Discipline That Restores (DTR) model is the foundation of our discipline policy, with skills explicitly taught and specific strategies used to manage conflict and unwanted behaviors. DTR focuses on:

- Restorative conflict resolution: positive skills taught to students that lead to relationship restoration
- Logical Response Consequences: opportunities to connect mistakes to learning that will prevent repetition of the same mistakes, often determined by student who earned consequence
- Peacemaking Process: intentional process, with varying levels of mediation, for students to make peace and make things right after a conflict occurs
- Peer mediation: training for students using curriculum to equip students to lead other students through a process of conflict resolution with positive resolution
- Respect agreements among teachers, students, school and other staff: these are agreements collaboratively created by each group that address respect to others and the environment
- Cooperative conflict resolution.

Throughout the program, all adults are expected to model the core values consistently. In addition to attending assemblies where leadership qualities are emphasized, parents are invited to a monthly breakfast with the Executive Director to discuss the leadership program and other school issues. All stakeholders in the school are asked to volunteer for leadership roles — our *Lighthouse Team* includes representatives from admin, office staff, one teacher from each grade level, student reps and parents to guide leadership development schoolwide. The *Student Lighthouse Team* is a student advisory team to
guide leadership action teams formation and to advise the Lighthouse Team. These students will generate ideas about leading the school (planning events, designing murals, initiating service projects, etc.) and recruit other students onto action teams to set the plans in motion.

iLEAD SFV also will implement Way of Council, a communicative practice rooted in the natural world that places an emphasis on listening to understand rather than listening to respond. Collectively as a community, learners and facilitators create a circle of trust that is bonded together by shared values, and tied together through both similarities and differences. While its main purpose is to promote and practice compassion, empathy, and communication, it can also be effectively used to solve issues, power perspective, and create real, sustainable solutions that carry forward into all spheres of life.

Through directed purpose, defined boundaries of respect, and a shared willingness to engage conversationally on a variety of topics, council allows us to build trust, engage our learners on an emotional level, and deliver a safe space when an alternative may not be realistically available. From topics of the world to personal experiences, the learners feel comfortable sharing and learn to understand when words are more than just letters forming together to make sounds.

iLEAD SFV will place an emphasis on the development of social/emotional skills where learners learn how to become active participants in a community, understand their rights and to enthusiastically fulfill their responsibilities as members of the society. The school environment is a model community where learners explore the skills and practices they need to develop as productive citizens. Learners grow to take full responsibility for their own learning. iLEAD San Fernando Valley’s flexible learning environment, advisory, and internship/mentorship program gives learners the opportunity to develop the character and skills necessary to be successful in a 21st Century society.

12. CURRICULUM

Learners at iLEAD San Fernando Valley will participate in a standards-aligned education program that is academically rigorous and social-emotionally balanced. The following chart briefly summarizes iLEAD Education’ TK/K-8 Learning Targets per grade level in each core subject, based on the requirements of the CA CA CCSS, NGSS and other state content standards. This chart is followed by descriptions of each subject across the different grade level spans, including middle and high school course descriptions.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
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<tbody>
<tr>
<td>TK/K</td>
<td>Kindergarten standards introduce foundational skills in reading, writing, listening, and speaking. Emphasis is on sound patterns, letter and word recognition, phonological awareness, and sound patterns, as well as story retelling, identifying key details, vocabulary acquisition, recognition of genre, and identifying characters and setting.</td>
<td>In Kindergarten, instructional time should focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.</td>
<td>Kindergarteners explore concepts of ecosystems: animals, plants, and their environment, weather and climate, and forces and interactions: pushes and pulls through hands-on, inquiry-based activities.</td>
<td>Learners explore their world and community learning to work together, what it means to be American, how their lives are the same or different from those who lived in the past, and exploring their neighborhood and its geography.</td>
</tr>
<tr>
<td>1</td>
<td>First graders should be able to ask about and</td>
<td>In Grade 1, instructional time should focus on four</td>
<td>First graders explore concepts of structure,</td>
<td>In grade 1, learners are exploring their place in</td>
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<tr>
<td>Grade</td>
<td>Key Details</td>
<td>Critical Areas</td>
<td>Function and Information Processing</td>
<td>Time and Space</td>
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<td>2</td>
<td>By second grade students can speak about language elements, recount stories from diverse cultures, identify morals and lessons within stories, compare and contrast types of literature, identify a main topic and details in a text, decode multi-syllable words and words with Latin suffixes and prefixes, produce complete sentences, and create audio recordings.</td>
<td><strong>Critical Areas:</strong> (1) addition, subtraction, and strategies for addition and subtraction within 20; (2) whole number relationships and place value, including grouping in tens and ones; (3) linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.</td>
<td><strong>Function and Information Processing:</strong> Processing; patterns and cycles in space systems; and light and sound waves through hands-on, inquiry based activities.</td>
<td><strong>Time and Space:</strong> Including concepts of community and citizenship. They explore who is responsible for enforcing rules, consequences, what their community is like, how life is different from those who lived in the past, and how many people comprise one nation.</td>
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<td>3</td>
<td>Third graders can pre-read material and be prepared to speak about it, ask clarifying questions, determine main ideas and details, report on a topic or text, demonstrate fluid reading, determine meaning of words from context, understand point of view, use linking words, provide a concluding statement, and group related information together.</td>
<td><strong>Critical Areas:</strong> (1) multiplication and division and strategies for multiplication and division within 100; (2) fractions, especially unit fractions (fractions with numerator 1); (3) the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.</td>
<td><strong>Function and Information Processing:</strong> Ecosystems, the structure and properties of matter, processes that shape the Earth, and engineering design.</td>
<td><strong>Time and Space:</strong> Second graders explore ecosystems, the structure and properties of matter, processes that shape the Earth, and engineering design.</td>
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<td>4</td>
<td>Fourth graders can clearly introduce with details, quotations, and definitions, use domain specific vocabulary, refer to details, describe structure of literary texts, compare and contrast, discuss cause and effect, and differentiate between</td>
<td><strong>Critical Areas:</strong> (1) fluency with multi-digit multiplication, and dividing to find quotients involving multi-digit dividends; (2) fraction equivalence, addition and subtraction of fractions with like denominators.</td>
<td><strong>Function and Information Processing:</strong> Critical areas include studying the universals of continuity and change. This includes why people settled in California, who the first people in their community were, why people moved there, how it has changed over time, and what issues are important to their community. <strong>Time and Space:</strong> In grade 3, learners study the universal concept of continuity and change. This includes why people settled in California, who the first people in their community were, why people moved there, how it has changed over time, and what issues are important to their community. <strong>Time and Space:</strong> In grade 4, learners study how California has changed over time. They discover who the first people of California were, when and why different groups of people moved to California, what their life experiences were like,</td>
<td><strong>Function and Information Processing:</strong> Understanding of forces and interactions, ecosystems and the environment impacts organisms, life cycles and traits of organisms, weather and climate, and engineering design.</td>
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<td>Grade</td>
<td>Description</td>
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<td>5</td>
<td>In fifth grade, learners can sequence ideas logically, include multimedia components, summarize a written text or media, link opinions and words using reasoning, develop topics with facts and details from a text, explain how a series of chapters fits together, describe how a narrator’s point of view influences how events are portrayed, and analyze how visual media contribute to the meaning and tone of a story. In Grade 5, instructional time should focus on three critical areas: (1) fluency with addition and subtraction of fractions, the multiplication of fractions and of division of fractions in limited cases; (2) division with 2-digit divisors, integrating decimal fractions into the place value system and operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) understanding volume. Fifth graders explore deeper concepts in states of matter in the structure and properties of matter, how energy flows through organisms and ecosystems, Earth’s systems and functions, stars and the solar system, and engineering design. In grade 5, learners expand to United States history and geography, and the formation of a new nation. Learners study different groups of people who settled in the colonies, how different regions affected the future economy, politics, and social organization of the nation, what it meant to become an independent nation, and why it expanded.</td>
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<td>6</td>
<td>By the end of sixth grade, learners can cite textual evidence to support ideas explicitly and as inferences, determine theme, describe how a plot unfolds and changes, compare and contrast stories in different media, write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content, and delineate a speakers argument and specific claims. In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. Sixth graders explore cells and cell structure, and the processing of energy through cells; body systems and the structure of organisms; basic genes and traits; Earth’s systems, weather and climate, and human impacts on the Earth; as well as engineering design. In sixth grade learners explore world history and geography through ancient civilizations. They study how the environment influenced human migration, ancient ways of life, societies, how they changed over time, and how the major religious and philosophical systems supported individuals, rulers, and societies.</td>
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<td>7</td>
<td>Seventh graders can present claims and findings, emphasizing salient points in a focused, coherent manner, engage effectively in a range of collaborative discussions, analyze interactions, form, and structure within Seventh graders study the flow of energy and resources through ecosystems, the growth, development, and reproduction of organisms, the interdependence of organisms in the environment, the atomic</td>
<td>Seventh graders explore world history and geography around medieval and early modern history, including how the distant regions of the world became more interconnected through</td>
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<td>Facilitators</td>
<td>Valley school integrate</td>
<td>LANGUAGE 8th graders can write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences, write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content, analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors, and analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works.</td>
<td>In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Eighth graders expand their understanding to molecules and compounds, and the reactions of chemicals; the interactions of forces and energy, types of energy including waves and electromagnetic radiation; natural selection and adaptations of organisms; space systems and gravity; human impacts; and engineering design.</td>
<td>In eighth grade, learners return to US History and Geography to learn about what freedom meant to the nation’s founders, and how it has changed over time, how and why the United States expanded, who is considered an American, more depth into the US Constitution, and the many ideas, attitudes, economic needs, issues, and events including the Civil War, that shaped the founding and early expansion of the nation. Learners explore deeper questions such as how much power the federal government should have, what the government should do, and how government changes over time.</td>
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### English Language Arts—Core and College Preparatory

As recognized in the content standards, developing strong literacy skills is critical to learners’ success in school and for becoming productive, fulfilled individuals. The ELA curriculum at iLEAD San Fernando Valley will be based on CA CCSS for English Language Arts, along with the ELA/ELD Frameworks. Facilitators will engage in vertical articulation and in upper grades, collaborate closely with their peers to integrate ELA strands into learning in other subjects. All faculty will emphasize close reading and informational text, aligned with grade level expectations in the standards. The curriculum will be based on state adopted textbooks, online interactive learning, approved reading lists, and teacher-created resources.
curricula using a variety of resources to enhance student learning. Our ELA curricula and Learning Targets at each grade level will include daily opportunities for learners to:

- Write effectively for a variety of purposes addressing different audiences
- Write using grammatically acceptable English
- Read critically and extensively for both pleasure and information
- Speak clearly and with confidence in formal and informal settings
- Listen actively and attentively to comprehend information and others’ points of view
- Possess critical thinking and problem-solving skills

GRADES TK-5
iLEAD San Fernando Valley will take a balanced approach to literacy in grades 4-8, utilizing a Reader’s and Writer’s Workshop framework as depicted in Nancie Atwell’s book, In the Middle. Learners read and respond to significant works of literature and examine how various works of fiction draw on traditional themes and characters. Given informational text, learners will read critically the arguments and specific claims in a text, assessing whether the author’s evidence is reasoned and sufficient in addressing conflicting evidence and viewpoints. Learners, working on their own and with others, produce clear and coherent texts appropriate to the task, purpose, and audience. Learners connect their reading to their writing by drawing evidence from literary and informational texts when writing analyses or short research projects. They engage in collaborative discussions to probe and reflect on discussion topics and can justify their own views considering evidence presented by others. Learners continue to acquire and accurately use general academic language and domain-specific vocabulary. They recognize when it is important to know the precise meaning of a word to comprehend a text and call upon a range of strategies to determine word meanings. The study of literature and informational text, as well as writing instruction occur not only within the language arts block, but are authentically integrated into the project-based units of study across the disciplines.

iLEAD San Fernando Valley will use Zoo-phonics® a Multisensory Language Arts Program, which is a kinesthetic, multi-modal approach to learning how to read, including vocabulary development and articulation, based on phonics and phonemic awareness. Our facilitators align this program with the CA CA CCSSS> Using a multi-sensory approach maximizes understanding, memory, utilization and transference to all areas of the reading, spelling and writing process in a playful and concrete manner. “Rohwer (1966) investigated various kinds of associative mnemonics in young children and found that the best connective for remembering words were meaningful “actor-action-object” relationships.” 21 Further research supports, “The tactile-receptive systems of the hands provide for another access to the hemispheres ... The consistent results of the various investigations may warrant recommendation that the right hemisphere ... should be directly stimulated in order to improve (student’s) accuracy and efficiency in reading and spelling.”22 This method will enable learners to become strong readers and spellers using a “phono” (hearing), “oral” (speaking), “visual” (seeing), “kinesthetic” (moving), and “tactile” (touching) — whole brain approach.

Reading instruction is accomplished through learner participation in a Reading Workshop format through Daily 5™ Units of Study for Teaching Reading K-5, which fosters literacy independence in the elementary grades. These reading workshop formats are not curriculum or basal programs, but a research based instructional model for reading which integrates explicit instruction in reading strategies

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21 Ehri, Deffner, & Wilce, 1984, p. 881
22 Fleming & Stern, 1986, p. 358
with opportunities for learners to practice each reading strategy independently, with peers, in small groups, and with a facilitator. Reading workshop engages every learner in meaningful literacy tasks proven to have the greatest impact on reading and writing achievement.

Learners will receive explicit whole group reading instruction through a daily read-aloud of poetry, literature or informational text. During this time, the facilitator models best practices in reading. Strategies and practices are chosen from the Literacy CAFE Menu, which is aligned to the CA CA CCSS. CAFE is an acronym that stands for Comprehension, Accuracy, Fluency, and Expanding Vocabulary.

Learners are then given independent practice time to read and write while the facilitator provides focused, intense instruction to individuals and small groups. During reading conferences with individuals and groups, the facilitator gains valuable information about the learner’s strengths and greatest needs as a reader, which helps the facilitator to better guide their instruction. Conferring with learners is a powerful tool for discovering what they are thinking, as well as understanding what reading strategies they are employing.

Learners are engaged in a choice of different literacy activities designed to build their stamina as readers and writers. These activities may be comprised of Read to Self, Read with Someone, Listen to Reading, Work on Words, and Work on Writing. During Read to Self, learners are building stamina as readers, choosing and reading books at their “just right” reading level. While participating in Read with Someone, they are practicing and sharing reading strategies, working on fluency and expression and checking for understanding. In Listen to Reading, learners hear examples of good literature and fluent reading. They expand their listening and reading vocabularies, thus becoming better readers and writers. While they Work on Writing, learners continue the work they have been doing during writer’s workshop, producing a piece of writing based on a strategy or genre being taught during mini-lessons. Lastly, Work on Words allows learners to practice spelling patterns, memorize high-frequency words, and add to their knowledge and curiosity of unique and interesting vocabulary.

Learners will also be introduced to literature circles and begin with chapter books beginning in 2nd grade.

Writer’s Workshop based on the Write from the Beginning program is the framework for writing instruction and practice in the iLEAD San Fernando Valley classroom. Write from the Beginning is developed by Thinking Maps, Inc. and is aligned with CA CA CCSS. Using a curriculum like the Write from the Beginning units in Opinion, Information, and Narrative Writing, learners write frequently, for extended periods of time and on topics of their own choosing. Writing instruction at iLEAD San Fernando Valley will include the following components:

- Direct instruction/Mini-lesson
- Independent Writing
- Individual facilitator-learner conferences (during independent writing)
- Shared writing experiences, particularly in the primary grades
- Partner and small group work
- Sharing

Trade books are often used during Writer’s Workshop to model effective writing techniques, encourage learners to read as writers, and provide background knowledge. Facilitators access prior knowledge through a connection, articulate and model the teaching point, engage the learners in the opportunity
to practice, provide an opportunity for writers to share their work with each other, confer individually or in small groups, and differentiate instruction to meet the needs of each learners.

**GRADES 6-8**

**English Language Arts 6**
Learners in sixth grade focus on active engagement with text. They are required to analyze, identify, define, explain, integrate, evaluate, compare, contrast, and cite supportive evidence—developing and building upon those skills that were required in fifth grade. Deeper analysis of literature and informational text continues to be the focus of sixth-grade instruction, although reading fluently and accurately remains a CA CCSS-based goal for all learners. Learners’ understanding of the precise meaning of words develops through study and context. English instruction is critical to understanding language conventions, structural features of informational text and materials, and to developing fundamental elements of literature that support greater comprehension. Literature in the 6th grade will include: the Cay, Boy in the Striped Pajamas, The City of Ember, The People of Sparks, Coraline, Princess Academy, The Adventures of Tom Sawyer, Hoot, A Series of Unfortunate Events, Little Prince, Fever 1793, The View from Saturday, and Treasure Island.

**English Language Arts 7**
In seventh grade, the English language arts CA CCSS establish a higher level of communication skills and comprehension strategies. Learners demonstrate a growing understanding by connecting ideas and information in two or more texts and analyzing and evaluating textual evidence more carefully. Their writing reflects both a deeper understanding of texts and the interrelationship between reading and writing as they draw evidence to support their claims and convey concepts and ideas. Seventh-grade learners build on their communication and collaboration skills from earlier grades. As they engage in collaborative discussions, they can acknowledge and analyze new information and, when appropriate, modify their own view based on the new information. Learners continue to acquire and use general academic language and domain-specific vocabulary. They also learn to use precise and concise language to express themselves in speaking and writing. Literature in the 7th grade will include Persepolis, Julius Ceasar, Jackaroo, Dealing with Dragons, The Pearl, Harry Potter and the Sorcerers Stone and Percy Jackson and the Lightening Thief.

**English Language Arts 8**
In preparation for high school and beyond, learners in eighth grade must have a firm grasp of skills to be a literate person in the 21st century. They read and respond to significant works of literature and examine how modern works of fiction draw on traditional themes and characters. Given informational text, learners read critically the arguments and specific claims in a text, assessing whether the author’s evidence is reasoned and sufficient in addressing conflicting evidence and viewpoints. Learners, working on their own and with others, produce clear and coherent texts appropriate to the task, purpose, and audience. Learners connect their reading to their writing by drawing evidence from literary and informational texts when writing analyses or short research projects. Eighth-grade learners build on the communication and collaboration skills from earlier grades. As they engage in collaborative discussions, they probe and reflect on discussion topics and can justify their own views considering evidence presented by others. Learners continue to acquire and accurately use general academic language and domain-specific vocabulary. They recognize when it is important to know the precise meaning of a word to comprehend a text and call upon a range of strategies to determine word meanings. Literature in the 8th grade will include The Hobbit , To Kill a Mockingbird, The Absolutely True Diary of a Part Time Indian,
The Martian, Of Mice and Men, Fahrenheit 451, The Outsiders, To Be a Slave and The United States Constitution: A Round Table Comic.

**GRADES 9-12**

Grades 9-12 build on the previous work in reading and writing and focus more on application and critical thinking at a deeper level. Learners determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. They analyze a point of view by distinguishing what is directly stated in a text from what is meant. Learners cite textual evidence to support an analysis of what the text says explicitly, as well as inferences drawn from the text, including determining where the text leaves matters uncertain. They integrate and evaluate multiple sources of information presented in different media or formats (such as visually or through numbers), as well as in words to address a question or solve a problem. In writing, learners introduce a topic and develop it thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Learners provide a concluding statement or section that follows from and supports the information or explanation presented (such as articulating implications or the significance of the topic). They will organize complex ideas, concepts, and information so that each new element builds on what came before to create a coherent narrative.

Learners use appropriate and varied transitions and sentence structure to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Learners use precise language, subject-specific vocabulary, and writing techniques (such as the use of an analogy to illustrate a point) appropriate for the complexity of the topic. The study of literature and informational text, as well as writing instruction, occur not only within the Language Arts block, but are authentically integrated into the project-based units of study across the disciplines.

**English 9AB (Core/College-Prep)**
This freshman-level course at iLEAD San Fernando Valley examines characters, in texts such as The Catcher in the Rye, The Odyssey, and A Doll's House, who struggle with identity and attempt to find and be part of a harmonious society while confronting counter forces. Pre-AP rhetorical analysis skills are introduced for enhanced reading comprehension and applied to the evaluation and construction of the argumentative essay. During this study, 9th-grade learners consider the world, their role in creating peaceful and meaningful lives, and how to create communities that thrive. The writing program includes analytical, personal, and imaginative assignments. Students continue to refine skills and learn strategies for developing a persuasive literary argument by formulating claims and supporting them with textual evidence and thorough, detailed explanations.

**English 10AB (Core/College-Prep)**
This sophomore-level course reinforces and expands the literary analysis and writing skills taught and practiced in the 9th grade. All areas of course content — literature, grammar, vocabulary, and writing assignments — serve to advance comprehension, while strengthening the students’ ability to formulate and convey well-founded thoughts. Reading selections draw from major works of British Literature, representing various genres, paired with companion pieces from varying cultures. Throughout the year, students will study the development of various literary movements and expand their understanding of the human experience. Through close reading, students are guided to discern the writer’s purpose. As
students explore the written word, they will undertake a range of oral, multi-media, and written assignments that include journals and the narrative, compare-contrast and synthesis essays. Readings may include Antigone, Macbeth, Frankenstein, The Adventures of Huckleberry Finn, 1984, The Prime of Miss Jean Brodie, as well as more recent works and selected short stories and poems.

English 11AB (Core/College-Prep)
Nations define themselves by the stories they tell. America is a land of many stories - so many, in fact, that self-definition is elusive. Just as there is no single American experience or definitive American identity, there is no one story that represents this nation. iLEAD 11th-grade learners explore what it means to be American as they encounter a variety of storytellers who reveal themselves in novels, plays, essays, poems, and short stories. Readings typically include a range from the Puritans to Thomas Jefferson, from the Transcendentalists to Mark Twain, and from 20th-century masters such as Robert Frost, Langston Hughes, Willa Cather, and F. Scott Fitzgerald to more contemporary voices. Students learn to engage critically with different literary genres while refining their understanding of themselves in the context of their culture. Above all, the course aims to help students - through close reading, persuasive writing, and class discussion - honor their own ideas, state them clearly, correctly, and thoughtfully, and share their discoveries with a sense of accomplishment.

AP English (Core/College-Prep)
Throughout history, writers have spoken truth to power, whether by giving voice to the oppressed or advocating for political, social, or cultural change. In this course, learners examine ways in which individuals have used language to resist the imposition of tyranny and create a more just, fair, and egalitarian society. The course culminates in a study of the way writers have used satire to convey these themes. Readings are drawn from speeches and essays by such authors as Socrates, Mary Wollstonecraft, Abraham Lincoln, Sojourner Truth, Henry David Thoreau, Virginia Woolf, Jean-Paul Sartre, Albert Camus, Mohandas Gandhi, Martin Luther King Jr, Malcolm X, Jamaica Kincaid, Jonathan Swift, Nelson Mandela, Eve Ensler, and Stephen Colbert. Longer works, comprising a variety of genres (memoir, long-form expository nonfiction, and works of fiction [including the graphic novel]), may include Frederick Douglass's Narrative of the Life of Frederick Douglass, An American Slave, Art Spiegelman's The Complete Maus, Charles Dickens' Hard Times, Maxine Hong Kingston's The Woman Warrior, Katherine Boo's Behind the Beautiful Forevers, George Orwell's Homage to Catalonia, and Ben Fountain's Billy Lynn's Long Halftime Walk.

Creative Writing AB (Core/College-Prep)
This course helps learners find their voices, develop their writing skills and harness their creative imagination. Learners write poems of various types; short stories, works of creative nonfiction; and a one-act play. Learners write journal entries in order to expand their powers of observation. Critiquing, editing, revising, and proofreading are other skills that learners refine via workshopping throughout the year. Learners are made aware of freelancing possibilities, and selected pieces will be submitted to writing contests.

Mathematics – Core/College-Preparatory
Developing mathematical understanding and skills is crucial to academic success for learners in all grade levels. Facilitators will begin with where each learner is “at” and focus on growth from that point. iLEAD San Fernando Valley uses a mathematics curriculum that will emphasize conceptual understanding of important mathematical ideas and mathematical reasoning, incorporating hands-on activities that help learners see the connection between concepts and real-life applications. Instruction will emphasize the
use of mathematical language and reasoning while involved in problem solving. iLEAD San Fernando Valley will design a comprehensive mathematics curriculum incorporating the California State Standards and Learning Targets that will include daily opportunities for learners to:

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

**GRADES TK-5**

iLEAD San Fernando Valley will implement *Math in Focus: The Singapore Approach* in grades TK-5. Math in Focus is a CCSS-aligned math curriculum, and is the U. S. edition of Singapore’s widely used and highly successful math program. Singapore students consistently demonstrate exceptional math achievement on international studies. Since the Trends in International Math and Science Study (TIMSS) began in 1995, Singapore has consistently ranked at the top. iLEAD San Fernando Valley students will have the opportunity to benefit from this same approach with Math in Focus®. The Singapore Math® Approach has been successful because it helps students discover meaning in math, which leads to positive attitudes about math and increased confidence as they grow in the subject. Math in Focus accomplishes this by:

- Using a concrete-pictorial-abstract learning progression
- Anchoring learning in real-world, hands-on experiences
- Establishing foundational independent, problem-solving skills
- Ensuring mastery of more complex math concepts
- Developing the ability for students to monitor their own thinking

Math in Focus® adapts instruction to the needs of individual learners through scaffolding, the systematic sequencing of prompted content and support to optimize learning. The ultimate goal of scaffolding is to gradually remove the supports as the learner masters the task. Math in Focus®

Math in Focus uses this approach to introduce new concepts and increasingly difficult problems. Scaffolding is apparent in the concrete–pictorial–abstract approach that appears throughout the program and in the sequencing of the word problems that go from one step to two step to multistep. Teachers can easily individualize instruction to meet RtI Tiers 1, 2, and 3.

Word problems and problem-solving are an integral part of Math in Focus, beginning in Kindergarten. As children progress through school, they are introduced to new visual models to solve word problems. By fifth grade, students use various models to solve complex problems. Math in Focus uses the bar modeling method as a problem-solving tool that is taught explicitly beginning in Grade 2. Students become familiar with this systematic way to translate complex word problems into mathematical equations and avoid the common issue of not knowing where to start. Word problems grow in complexity from one step to two step to multistep, which enhances students’ ability to think critically in a systematic process.

Math in Focus teaches to mastery and with great depth by addressing fewer concepts each year, but teaching them in greater depth until students reach mastery. Instruction is no longer “a mile wide and
an inch deep.” Rigor is increased by approximately one grade level when compared to other math programs. Both the concept and associated skills are taught long enough and deep enough so students can understand and make mathematical applications. The analytical and problem-solving skills listed below are honed in Math in Focus and are vital for every student’s future success.

**GRADES 6-12**

iLEAD San Fernando Valley will use CPM, a CA CCSS aligned math curriculum, which prepares all learners for College & Career Readiness. iLEAD San Fernando Valley will continue to use problem-based instructional materials and incorporate teaching strategies that focus on how learners best learn and retain mathematics. Teaching strategies are based solidly on the methodological research in teaching mathematics. The research-based principles that will guide the math curriculum are:

- Learners should engage in problem-based lessons structured around a core idea.
- Guided by a knowledgeable teacher, learners should interact in groups to foster mathematical discourse.

**Mathematics 6 (CPM Course 1)**

In Grade 6, learning focuses on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

**Mathematics 7 (CPM Course 2)**

In Grade 7, learning focuses on these four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

**Mathematics 8 (CPM Course 3)**

In Grade 8, learning emphasizes three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

**Algebra 1AB (Core/College-Prep) (also available to qualified 8th graders)**

This course presents a thorough study of the algebra of real numbers. Topics include solving linear equations and inequalities; problem-solving; operations with monomials, polynomials, and rational expressions; investigating linear relations and functions; determining equations of lines; graphing linear equations and inequalities; solving systems of equations; and graphing parallel and perpendicular lines.

**Geometry AB (Core/College-Prep)**

Presents a thorough study of the algebra of real numbers. Topics include solving linear equations and inequalities; problem-solving; operations with monomials, polynomials, and rational expressions;
investigating linear relations and functions; determining equations of lines; graphing linear equations and inequalities; solving systems of equations; and graphing parallel and perpendicular lines. Prerequisite - Successful completion of Algebra 1.

**Algebra 2AB (Core/College-Prep)**
This course continues the material begun in Algebra 1. The focus is to promote a clear understanding of concepts as well as the development of technical skills relating to the study of functions. Topics include all polynomial relations and functions; irrational and complex numbers; exponential and logarithmic functions; as well as an introduction to absolute value, piecewise-defined functions, and radical and rational functions. Additional topics include the arithmetic of functions, composites, and inverses of functions, and regression analysis. Emphasis is placed on applications of functions and problem-solving skills. The use of technology as an aid to problem solving is an intricate part of this course. Prerequisites – Successful completion of Algebra 1 and Geometry.

**Pre-Calculus AB (Core/College-Prep)**
This course covers advanced topics of algebra including relations, functions, composites, and inverses; polynomial functions and graphs; trigonometric functions, inverses, identities, and equations; complex numbers; and exponential and logarithmic functions. Emphasis is placed on learning and utilizing the capabilities of the school-required calculator. This course is recommended for learners who plan to take AP Calculus in the future. Prerequisites – Successful completion of Algebra 2AB.

**AP Calculus A/B AB (Core/College-Prep)**
The goal of this full-year course is to prepare students for the AP Calculus A/B exam. The course covers topics typically found in a first-semester college level Calculus I courses. This course prepares learners to succeed in the Advanced Placement (AP) Calculus AB exam and college-level courses in higher mathematics. Topics include functions represented by the rule of 4, limits and continuity, derivatives of basic algebraic and early transcendental functions, applications of the derivative, implicit differentiation, curve sketching, related rates, implicit differentiation to find the derivative of an inverse function, integration, applications of integration with emphasis on the integral as an accumulation function, and the geometric interpretation of differential equations via slope fields. All enrollees are required to take the AP exam given in May. Prerequisites - Satisfactory completion of Pre-Calculus and course facilitator recommendation.

**HISTORY AND SOCIAL SCIENCES—CORE AND COLLEGE PREPARATORY**
The History/Social Sciences curriculum will build learners’ knowledge through the investigation of big ideas and essential questions while connecting to learners’ interests and experiences through project-based learning. Instruction will develop learners’ growing understanding of their community and the world. The curriculum will include the four main social science disciplines: history, geography, civics, and economics. iLEAD San Fernando Valley will implement a comprehensive project-based social studies curriculum incorporating the CA ELA/ELD standards, the new 2016 History/Social Science Frameworks, and iLEAD grade level Learning Targets that will include opportunities for learners to:

- Distinguish fact from opinion
- Connect cause and effect
- Analyze relationships
- Examine history through a variety of perspectives
- Critically interpret historical events

iLEAD San Fernando Valley
**GRADES TK-5**

The Social Studies curriculum for TK-5 is centered in the California standards with emphasis on developing learners’ sense of identity and citizenship within incrementally larger social groups. Facilitators utilize stories, literature, informational media, and primary sources to expand a learner’s sense of self, space, culture, and time. Project based instruction allows learners opportunities to explore and celebrate history, diversity, and community within their own heritage to understand their relationship within a larger, multicultural community. Project themes are formed around California standards for each grade level, and include components of geography to anchor an expanding sense of place.

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Our Classroom Community, Teamwork, Community Workers, My Family History, My Neighborhood</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Grade</td>
<td>Our School Community, Good Citizenship, Our City Past &amp; Present, Many Cultures/One Nation</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>My Family History, People of the Past, People of the World, Our Golden State, Everyone’s a Hero, Governing for Diversity</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>The Community Pyramid, Early Californians, The Grass is Greener, Being a Good Citizen, Community Issues, The Law of the Land</td>
</tr>
<tr>
<td>4th Grade</td>
<td>The First Californians, the Spanish Missions, the Gold Rush, Dawn of the Golden State, Timeline of California</td>
</tr>
<tr>
<td>5th Grade</td>
<td>Early Americans, Discovery of the “New World,” Colonial Life, George vs. George, Founders of Freedom, The War for Independence, How the West was Won</td>
</tr>
</tbody>
</table>

Projects include many resources, media, and activities that integrate historical texts, maps, charts, timelines, and other media from which to draw information about the people, places, events, and issues in history as well as present. Instructional methods include games, graphic organizers, and visual aids to support literacy, critical thinking, analytic, and problem-solving skills and to assist English language learners. Learners have access to print and digital resources including technological means to prepare and communicate learning.

Early levels of social science focus on the self, as learners at this age are self-oriented and developmentally aware of their own families, the places their family takes them, and their school community. Although they learn to think analytically about their closely related selves, they begin to expand that thinking to an awareness and understanding of how their actions, behaviors, words, and thoughts affect those around them as part of a larger community. By fifth grade, learners can relate to peoples, issues, and cultures of past and present and understand how and why America has developed its diverse set of values and attitudes.

Project based learning enables higher order thinking (Blooms) by empowering learners to not just understand concepts but to apply them to solve problems and to create solutions, art, or other works that represent the themes they are focused on. PBL also fosters cross-curricular integration. Literacy skills are essential to success in PBL, and math concepts are incorporated to bring real-world value to learning both core subjects. When possible, topics and practices of science are also explored within historical or social contexts. PBL allows incredible opportunities for learners to find an angle with which to approach and identify with the content, so that learning is always relevant and applied in meaningful ways that foster deeper learning and self-directed extended interest.
GRADES 6-12

History/Social Science 6
Learners in sixth-grade world history and geography classes learn about the lives of the earliest humans, the development of tools, the gathering way of life, agriculture, and the emergence of civilizations in Mesopotamia, Egypt, the Indus River valley, China, and the Mediterranean basin. With the guidance of their facilitators, learners review the geography of ancient and contemporary worlds and recognize that these civilizations were not static societies, but continually experienced change. In addition to developing basic geography skills, learners are introduced to patterns, systems, and processes of physical and human geography. In studying this earliest history of humankind, learners can explore different kinds of source documents, such as the Hebrew Bible, Mesopotamian laws, the Homeric epics, Greek drama, the Bhagavad Gita, the Analects of Confucianism, the New Testament, and a range of visual images.

History/Social Science 7
The medieval period provides learners with opportunities to study the rise and fall of empires, the diffusion of religions and languages, and significant movements of people, ideas, and products. Learners trace the development of medieval civilizations and make connections with regional and present day world maps. Learners identify several major changes that took place during medieval and early modern times. Learners explore change in every inhabited part of the world during this period using source documents and evidence from archaeology. Learners use the knowledge they gain in this course to create a school project that promotes understanding of diverse cultures.

History/Social Science 8
The eighth-grade course of study begins with an intensive review of the major ideas, issues, and events preceding the founding of the nation. Learners concentrate on the critical events of the period—from the framing of the Constitution to the American Industrial Revolution. In their study of this era, learners view American history through the lens of a people who were trying—and are still trying—to make the words of the Declaration of Independence true. Learners confront themes of equality and liberty and their changing definition over time. This course also explores the geography of place, movement, and region, starting with the thirteen colonies and then continuing with American westward expansion, and economic development, including the shift to an industrial economy.

World History AB (Core/College Prep)
Explores selected topics in modern world history from the Age of Exploration to the World Wars of the 20th Century. It traces four important themes: (1) the interactions among world civilizations in the modern era; (2) the development of representative government, democratic citizenship, and individual rights; (3) the development of nation-states and nationalism; and the growth of the economic and imperial power of the Western World. Students read critically as historians do, evaluate sources, place readings in historical context, and use primary sources to corroborate or challenge historical interpretations.

United States History AB (Core/College Prep)
Learners examine prominent features of the American experience: the nature of colonial life, the reasons for the revolutionary break from England, the constitutional system, the development of democracy and capitalism, reform movements and the Civil War, the impact of the frontier, the changing nature of business and government, the changing role of the United States as a world power,
and the struggle to achieve class, ethnic, racial, and gender equality. Learners develop the ability to read historical material analytically and critically, and to pursue independent research. In addition to primary documents and historical narratives, selections from American literature and audiovisual materials are used. Prerequisite - Junior or senior standing.

**AP United States History AB (Core/College Prep)**
This version of the United States History course prepares learners to take the Advanced Placement examination in American history. Learners analyze the causes and results of major historical developments in America from pre-colonial Native American societies to the policies of the current administration. Much attention is given to historical documents. In addition to presenting factual information and primary sources, this course seeks to acquaint learners with a variety of scholarly interpretations of major historical issues. It then asks learners to reach and support their own conclusions regarding these issues. Prerequisite: Junior or senior standing and B+ in World History or World History Honors.

**Government (Core/College Prep) One Semester**
This required first-semester course, offered during learners’ senior year, covers the fundamentals of government and citizenship and focuses on the major ideas, protections, privileges, structures, and economic systems that affect the life of a citizen in the United States political system.

**Economics (Core/College Prep) One Semester**
This required second-semester course, offered during learners’ senior year, focuses on the study of economic problems and the methods by which societies solve them. It examines the characteristics of the market economy of the United States and its function in the world. It helps learners develop opinions based on economic principles and provides opportunities to share those opinions with their peers as they discuss current events.

**AP Psychology AB (Core/College Prep)**
This yearlong AP course is intended to prepare learners for the Advanced Placement exam in psychology. In accordance with American Psychological Association and College Board standards, the course introduces students to the systematic study of human behavior and mental processes equivalent to a college-level introduction to psychology course. Learners study basic psychological principles and phenomena through the examination of the major subfields of psychology including: biological basis of behavior, development, learning, states of consciousness, memory, sensation and perception, intelligence and language, emotion, motivation, psychological disorders, and social psychology. Research methods and ethics in psychological research are also covered. Strong emphasis is placed on critical thinking through primary source reading and scientific writing. Learners learn are exposed to utilizing the American Psychological Association’s guidelines for formatting. This elective is open to sophomores, juniors, and seniors. All enrollees are required to take the AP exam given in May.

**Assimilation and Differences in America AB (Core/College Prep)**
This course enables learners to develop an analytical model to examine and understand issues in American society that relate to racial, ethnic, and other cultural differences. The course utilizes seminar-style discussion; academic, magazine, and newspaper articles; excerpts from fictional works and memoirs; video and film; the Internet; personal interviews; and learners’ individual experiences. Learners construct an interpretive framework that allows them to explore, in an informed and analytical manner, areas of individual interest through their work in writings and on projects.
SCIENCE – CORE AND COLLEGE PREPARATORY

At iLEAD San Fernando Valley, learners will develop knowledge and understanding of scientific concepts and practices. Learners will be involved in inquiry-oriented investigations that incorporate real-life applications. They will develop an understanding of the nature and process of scientific investigation. The science curriculum, aligned to the NGSS, will be integrated within project-based units of study. iLEAD San Fernando Valley will implement a comprehensive science curriculum incorporating the Next Generation Science and Engineering Practices and grade level iLEAD Learning Targets that will include daily opportunities for learners to:

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

Grades TK-5
Learners in elementary and middle school will use a Next Generation Science Standards aligned curriculum, TCI Bring Science Alive! iLEAD San Fernando Valley will use the proven tools and strategies of project-based learning as a framework. Learners and facilitators will engage in enduring experiences that lead to deeper understanding of the natural and designed world while integrating the following three dimensions: Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts.

FOSS Science Kits will be a primary curricula source for our faculty in elementary science. Full Option Science Systems (FOSS) is an inquiry-based hands-on science curriculum, with 3-5 units that align to the new NGSS standards for each elementary grade level. FOSS integrates all three dimensions of the NGSS noted above, leading to enduring experiences that lead to deeper understanding of the natural and designed world. FOSS builds understanding of the core ideas of science. Each module or course is composed of multiple investigations. The modules are connected and build upon one another across each strand and each grade, progressively moving students toward the big ideas of science.
Our teachers also will embed science into interdisciplinary projects (using Buck Institute of Education processes and templates) to help deepen the authenticity of the learning.

**Science 6**
In Grade 6, learning emphasizes the importance of the process, perspective and inspection. In addition to forensics, critical thinking and logical reasoning, learners dive into the world of cells and DNA in order to take a bite out of biology. The course then moves into human impact and climate change, discussing the direct relationship between the two spheres. From there, learners discuss water systems with a special focus on energy, drought and conservation. Next the course move into Darwinism, adaptations, growth, development and reproduction. The final theme is engineering design, specifically focused through an entrepreneurial lens.

**Science 7**
The California NGSS standards provide opportunities for learners to explore a variety of scientific and engineering practices. Learners will use real-world geologic and oceanic data to develop and use models of geological and biological systems. Learners connect living and nonliving systems to explain the cause and effect of changes in the Earth's energy and resources. Learners partake in projects that explore and engage in argument based on evidence for human impact on local and global ecosystems and organisms, as well as how organisms have evolved, adapted, and reproduced to create and change the biosphere, atmosphere, and other Earth systems.

**Science 8**
The California NGSS standards provide opportunities for learners to explore a variety of scientific and engineering practices while using models and experimentation to construct explanations for physical and natural phenomena. Learners will engage in projects that test and demonstrate the forces and energy involved in motion, resistance, and gravity. Learners also collect and use real-world evidence to explain atomic structures, chemical changes, and the properties of thermal and wave energy. Learners also develop models and produce simulations and programs to sense and collect data related to microgravity, gravity, and space sciences.

**Biology AB (Core/College-Prep)**
This course is a laboratory-based overview of the fundamentals of biology. Learners study genetics, the structure and biochemical processes of the cell, ecology, evolutionary trends within and among the
various kingdoms, and human-systems physiology. Learners improve upon the laboratory skills acquired during their middle school science coursework as they continue to collect and analyze data. Learners gain proficiency with a microscope and are introduced to techniques of dissecting specimens and performing physiological experiments. The course helps learners make informed decisions regarding the biological issues that society faces.

**Chemistry AB (Core/College-Prep)**
This laboratory-based course includes lecture, discussion, and integrated laboratory experiments designed to introduce learners to the nature of matter. The major topics presented are nomenclature, chemical reactions, stoichiometry, atomic structure, periodicity, bonding, molecular geometry, phases of matter, equilibrium, thermodynamics, and acid-base chemistry. The course presents abstract concepts and emphasizes quantitative problem-solving skills. Analytical thinking, more than memorization, is the key to success in the course. The year-end final focuses on material presented after winter break, but requires application of cumulative skills and knowledge. Students who took Algebra 1 and earned less than a B- in Biology will not be granted permission to take this course during sophomore year. Prerequisite: Permission of facilitator.

**Physics AB (Core/College-Prep)**
This course provides an introduction to major topics in physics. The first semester is devoted to the study of mechanics: motion, forces, and energy. The second semester is devoted to the study of electricity, sound, and light. The course is for students who possess an interest in physics, basic algebra skills, and a willingness to think abstractly. Prerequisite: Successful completion of Algebra 2.

**AP Environmental Science AB (Core/College-Prep)**
A college-level course that incorporates physical and biological sciences in the study of the environment. Topics include the interdependence of Earth's systems, human population dynamics, renewable and nonrenewable resources, environmental quality, global changes and their consequences, environment and society, and choices for the future. The course includes a considerable reading requirement as well as a laboratory component. Learners take the Advanced Placement Environmental Science examination in May. Prerequisite: One year of chemistry and permission of facilitator.

**Anatomy and Physiology AB (Core/College-Prep)**
This course provides learners with a deep understanding of both the structure and the function of the human body. Structure, functions, and terminology of the skeletal, muscular, integumentary, nervous, cardiovascular, immune, respiratory, digestive, urinary, endocrine, and reproductive systems are considered. In the lab, the gross and microscopic structure of each system of the body are studied and related to their functions. The course provides a strong foundation for more involved study at the college level.

**AP Biology AB (Core/College-Prep)**
This course follows the prescribed AP curriculum, as set forth in the College Board AP Curriculum guide. It is a comprehensive, college-level course using a college text and AP labs. Students in this course need a strong foundation in the principles of chemistry as well as an aptitude for biology. Students are required to take the AP test in May and may earn college credit, based on their achievement on the test. Prerequisites - Department approval and demonstrated proficiency in previous science courses

**WORLD LANGUAGE – NON-CORE AND COLLEGE PREPARATORY**
INTERNATIONAL: The “i” in iLEAD Learners will be able to speak, comprehend, read and write a world language and will be familiar with the major features of the specific cultures. iLEAD San Fernando Valley will offer Mandarin in grades TK-12. As a school focusing on entrepreneurial learning our community feels strongly that learning world languages is essential.

GRADES TK-5
Learning Mandarin language skills at the TK-2 level focuses on exposing our young scholars to listening and speaking skills and Chinese cultural awareness once weekly, in preparation for middle grades Mandarin classes. In TK-2nd, learning focuses on listening and speaking skills and Chinese cultural awareness through song, art and pictures, and play. In grades 3-5 they expand cultural appreciation with art, music, and role-play and learn basic greetings and basic vocabulary. This creates a solid foundation for Mandarin 1 in 6th grade.

GRADES 6-8
Mandarin in grades 6-8 focuses on the reading, writing, listening, and speaking skills, with growing emphasis in vocabulary acquisition, sentence structures, and the communication of more abstract ideas and spontaneous interactions in contexts such as travel, school, and community. A continued developing awareness and appreciation of the Chinese culture is infused in daily work. The language is integrated with projects in other curricula to tie in the communication of subject matter and knowledge beyond daily interactions.

GRADES 9-12

Mandarin 1 AB (Non-Core/College-Prep)
Mandarin 1A/B emphasizes communication skills in listening and speaking, reading and writing. Students in this course learn a basic vocabulary in contextual units that are reinforced by reading and writing as well as listening and speaking. A strong emphasis is placed on acquiring basic vocabulary, but cultural authenticity is also an integral part of the curriculum. Special cultural units further this understanding as well as the students’ knowledge of the Hispanic world.

Mandarin 2 AB (Non-Core/College-Prep)
Mandarin 2 is a continuation of the language skill development initiated in Mandarin 1 (or placement may be made based on student proficiency from Spanish at a prior school, as measured by an entry assessment). Oral and written communicative proficiency is emphasized in free-responses, situational activities in order that language usage moves towards real-life, natural production. Short literary reading selections provide cultural enrichment while enhancing basic skill acquisitions. Creative problem solving techniques provide opportunity for higher-level thinking skills. Students engage in cultural activities for proficiency practice and knowledge extension of the Hispanic world.

Mandarin 3 AB (Non-Core/College-Prep)
Mandarin 3 is a continuation of the language skill development initiated in Mandarin 2 (or placement may be made based on student proficiency from Spanish at a prior school, as measured by an entry assessment). This course provides students with materials and methods to enhance their oral and written fluency and proficiency by enabling them to speak primarily in Mandarin. The content of this course includes an extensive study of grammar through opportunities to apply designated vocabulary, syntax, and idiomatic expression in both oral and written situations. Students are introduced to literary works representing a variety of genres. Unique to this course are the opportunities to perfect the
language skills through instruction and communication in the class in the target language as well as to develop an understanding of the Spanish culture through activities requiring high levels of cognition.

Mandarin 4 AB (Non-Core/College-Prep)
Mandarin 4 involves a review of grammatical concepts presented in Mandarin 1, 2 and 3. Students express themselves in Mandarin virtually all of the time. The acquisition of a broad active vocabulary is of primary importance at this level. In addition, the course further develops and consolidates all of the grammatical concepts introduced in Levels 1-3. Students read short stories and novelettes and write frequent compositions.

VISUAL AND PERFORMING ARTS – NON-CORE AND COLLEGE PREPARATORY
ART: The "A" IN iLEAD

We believe the arts are critical to learning, and through our project-based approach, arts instruction and experiences are interwoven into all subject areas. iLEAD learners are encouraged to innovate, create and explore the world through the artistic experience. A learner’s individual artistic talent is celebrated and developed. The power of the arts to touch the whole human being - mind, body, spirit - makes it the most consequential tool we have for reaching all children. That makes arts integration a powerful tool for teaching learners in the curricular areas that are tested. At iLEAD, the integration of the arts is aimed to:

- Stimulate and develop the imagination and critical thinking, and refine cognitive and creative skills.
- Impact the developmental growth of every child and help level the "learning field" across socio-economic boundaries.
- Strengthen problem-solving and critical-thinking skills, adding to overall academic achievement and school success.
- Develop a sense of craftsmanship, quality task performance, and goal-setting-skills needed to succeed in the classroom and beyond.
- Teach children life skills such as developing an informed perception; articulating a vision; learning to solve problems and make decisions; building self-confidence and self-discipline; developing the ability to imagine what might be; and accepting responsibility to complete tasks from start to finish.
- Nurture important values, including team-building skills; respecting alternative viewpoints; and appreciating and being aware of different cultures and traditions.
- Play a central role in cognitive, motor, language, and social-emotional development.
- Motivate and engage children in learning, stimulate memory, facilitate understanding, enhance symbolic communication, promote relationships, and provide an avenue for building competence.

GRADES TK-3

In TK-3, learners are exposed to an array of experiences in the visual arts and music. Learners develop an appreciation for and application in the visual arts beginning with simple media and by studying prominent styles and artists. Learners build skills identifying and using color, line, patterns, and shape to express creative ideas. Media include drawing, colored pencil, crayon, paint, collage, mosaic, clay, natural materials, and recycled materials. Visual arts are tied in to curriculum such as cultural studies and engineering. Learners also develop an appreciation for music including patterns, rhythm, different
sounds, harmony, and scales. Learners begin with simple rhythmic activities and synchronization of sounds, as well as sound and tonal recognition, and creative expression through music. Music integrates with mathematics, social studies, and visual arts seamlessly as part of the curriculum, as well as separate study of musical forms, styles, and cultural expression.

**GRADES 4-8**

In middle grades, students choose from a range of electives in the arts.

**Advanced Film Production**
Our iLEAD learners love making short films. This elective is an intensive study of movie magic, filmmaking and editing techniques, and perfecting the little things that take a simple video and turn it into a work of art. Learners will work collaboratively on a semester-long short film. This hands-on process will include screenwriting, directing, acting, cinematography, sound recording, editing, and more. The completed short film will screen at the Design Tech POL in January. Additionally, learners may be tasked with producing video content for iLEAD TV, iLEAD’s own Youtube channel.

**Trash Band**
There is music all around us! We will be learning the fundamentals of rhythm and creating a percussive orchestra out of household materials. We will compose our own pieces and perform them at lunch (or a different event) at the end of the semester.

**Speech and Debate**
This course is designed to develop each learner’s ability to communicate effectively in his or her academic, business, and social life. Learners study seventeen separate public speaking competitive events, including interpretation (which involves dramatic and comedic acting), platform (which requires writing and memorizing well-researched issues of social importance), and spontaneous speaking (where competitors deliver speeches with very limited preparation time). Learners who enroll in this course are considered part of our Speech team, and should be willing to spend some Saturdays and/or Sundays at tournaments.

**How to Draw**
This beginner course in drawing explores the fundamental elements of art. Learners complete projects in line, shape, texture, form, value and color. Skills and techniques learned in this course may be applied to creating beautiful PBL products.

**Theatre**
Theatre is a semester-long collaborative elective that focuses on the production of several plays. Learners can expect to learn the various day-to-day operations of many theatre roles, including director, writer, actor, producer, stage manager, set designer, costume department, lighting department, and sound department. As learners go through the various workshops, learners will find job strengths and challenges that will guide them into a centralized focus for the final production, where we put on a play for the entire community.

**Animation**
Animation is a semester-long elective that focuses on the creation of animated narratives. Learners will learn multiple editing apps and software like Flash. We will look at storytelling techniques like the Hero's
Journey, as well as various advanced visual techniques. Learners will also explore various scene studies from famous animated programs.

**Contemporary Art Start**
Contemporary Art Start is a unique opportunity for 4-8 graders. We will be looking at many different paintings, photos, sculptures, and videos that are classified as "Contemporary Art". We will be breaking down what we see and how we see it in a series of collaborative seminars. We will also frequently create our own reflective pieces. At the end of the semester, we get to take a field trip to the Museum of Contemporary Art downtown. We will explore the surrounding areas independently, and then receive a guided tour from the experts at MOCA. It is definitely worth the fun experience.

**Yearbook**
Yearbook is a year-long elective where learners get the chance to create the yearbook that goes out to all learners during the last week of school. We will communicate with grades over field trips, take lots of pictures, polish our writing skills, and collaborate with each other to design and edit a masterpiece for everyone to sign. Yearbook requires a year-long commitment and learners must be meeting goals in all courses, as well as advisory.

**Grades 9 - 12**

**Visual Arts AB (Non-Core/College-Prep)**
This foundation course emphasizes projects in a variety of media including paint, collage, and pencil techniques. Learners are introduced to the elements of art including shape and space, line, form, value, texture, and color as well as the principles of design. Learners will explore two-dimensional studies using a variety of media. Significant events in art history including the Italian renaissance, cubism, African art, and expressionist painters are explored. Learners create a digital portfolio featuring their artwork.

**Drawing and Painting AB (Non-Core/College-Prep)**
Learners concentrate on drawing from reality. Correct observation and development of three-dimensional form on two-dimensional surfaces are emphasized. Learners focus on oblique, parallel, and aerial perspective. There are longer-duration studies, which improve hand-eye coordination while using black and white and color media. Learners explore a variety of media including watercolor, pastel, acrylic, and oil paint. Personal style development is fostered. Learners create a digital portfolio featuring their artwork. Prerequisite - Visual Art.

**Photography AB (Non-Core/College-Prep)**
Focuses on understanding the basic operations and functions of a digital single lens reflex (DSLR) camera. Learners study the photographic elements of art and principles of design, composition, and lighting. They explore the history of photography, scientific and technological developments, important innovators in the field, and relevance within diverse cultural contexts. Learners write and speak about aesthetic, technical, and expressive qualities in a photograph, learning to critique their own and other’s work. Learners acquire image techniques and learn digital manipulation and the basics of preparing a digital darkroom by using Adobe Photoshop and Adobe Lightroom. Learners gain the skills necessary to archive, organize, and optimize their photographs for print. They learn how to manage and creatively alter digital images as well as critically analyze the use of visual media as a means of communication in our society today. Learners create a digital portfolio featuring their artwork.

**AP Art History AB (Core/College Prep)**
This course presents world architecture, painting, and sculpture from prehistoric times to the present. The emphasis is on Western European art and its cultural context. Learners learn to interpret works of art in terms of the formal elements of composition and the aesthetic principles of each period. This is primarily a college-style lecture course.

Chorus AB (Non-Core/College-Prep)
This course offers learners the opportunity to explore the rich tradition of musical performance in its forms, intricacies, discipline, and beauty. This course instructs learners in the areas of vocal health and pedagogy as well as proper singing techniques. Learners build upon their musicianship through the study of theory, analysis of musical forms and structures, developing listening skills, and building knowledge of vocal music throughout history. Learners enjoy various performance opportunities throughout the year.

Speech and Debate AB (Non-Core/College-Prep)
In this course, learners will develop the skills and experience necessary to improve their public speaking abilities, their knowledge of acting and performances, their knowledge of logic and proper debate structure, their acumen of current events, and their research skills. All of these improvements are designed to take them to a championship level in the extracurricular activity of high school Speech and Debate. Learners will develop skills in a variety of Speech events. There are five major categories of study: interpretation events, platform speaking events, spontaneous speaking events, debate events, and Student Congress. After the introductory unit, they will be responsible for providing proof of learning through uploading their research, scripts, and rehearsal videos to the class’s Google Drive. Learners will further take part in peer mentoring procedures, where they will evaluate and critique each other on their research, evidence, scripts, and performances in order to improve the iLEAD speech team as a whole. They will create Powerpoint-style presentations and handouts to instruct future generations of the team. All of these skills, when developed, directly benefit the learners’ lives. However, they are best applied to speech tournaments. While attendance at such tournaments is not mandatory, it is highly recommended, because the lessons are tailored towards tournament success, beyond generalized “public speaking” excellence.

Multimedia AB (Non-Core/College-Prep)
Multimedia emphasizes both acquiring production skills and understanding the theories and specificities of digital media. The course prepares learners for incorporating different types of interactive media by way of introducing WordPress, Photoshop, GarageBand, Adobe Premiere Pro, and other multimedia tools. Ultimately, this course allows learners to develop a critical perspective of engaging with digital media and to use digital media to express their ideas, concept, and opinions.

Coding AB (Non-Core/College-Prep)
This course is designed to provide learners with the knowledge of the fundamentals of computer coding/programming. This course begins with Scratch, a programming language that makes it easy to create interactive stories, games, and art. Learners are exposed to variables, conditional statements (if-else), and iterations (loops). Programming projects are designed and implemented in Scratch’s drag-and-drop environment. After Scratch, the course moves on to Python, a popular programming language whose simple-yet-powerful structure and easy-to-use development environment allow impressive results to be achieved quickly. Python’s “turtle graphics” module is also used, which allows two-dimensional designs to be created.
**HEALTH AND PHYSICAL EDUCATION**

iLEAD San Fernando Valley will deploy a holistic approach to wellness that is a safe, non-judgmental, supportive process which allows learners to explore aspects of physical and mental wellbeing.

**GRADES TK-8**

iLEAD will provide Physical Education for all students in grades TK-8 at or exceeding the required 200 minutes for every 10 school days. The physical activity portion of our PE curriculum will consist of strength training as well as game playing. Playing games in PE makes the exercise fun but also teaches important concepts such as teamwork, good sportsmanship and problem-solving skills. In addition, we will integrate lessons about anatomy and healthy eating throughout the PE curriculum.

**GRADES 6-12**

In middle school learners will take PE all three years. P.E. will include a rotation of various traditional sports and physical activities, including dance and yoga, to expose students to a wide variety of activities to help them develop lifelong healthy habits of physical activity. Health/Wellness lessons will expose students to a broad range of issues and information relating to the various aspects of personal health, which include the physical, social, emotional, intellectual, spiritual and environmental aspects. Topics of exploration include, but are not limited to: nutrition, physical fitness, mental health, stress, weight management.

**GRADES 9-12**

In high school, students are required to complete 2 years of P.E.

**P.E. AB (Non-Core/Non-College-Prep)**
This 2-year course is designed to give students the opportunity to learn through a comprehensive, sequentially planned, P.E. program aligned with the California Content Standards for Physical Education. Students make choices, meet challenges, and develop behaviors in fitness, wellness and movement activity for a lifetime. All students develop a personalized fitness program for a healthy lifestyle. Units of instruction include: Introduction to kinesiology and physical education with personal fitness emphasis, personal fitness concepts and techniques, endurance training, nutrition, team activities, archery, basketball, volleyball, baseball/softball, and recreational games.

Each year will include comprehensive Health education to teach learners concepts related to health promotion and disease prevention; demonstrate the ability to access valid health information and health-promoting products and services; demonstrate the ability to practice health-enhancing behaviors and reduce health-related risks; analyze the influence of culture, media, technology, and other factors on health; demonstrate the ability to use interpersonal communication skills to enhance health; and demonstrate the ability to advocate for personal, family, and community health.

**ADVISORY PROGRAM — NON-CORE/NON-COLLEGE-PREPARATORY**

Morning Meetings (grades TK-3) and Advisory (4-12) provide essential support systems in a variety of areas including academic achievement, social/emotional growth, portfolio development, Leadership development through Leader in Me and Ways of Council.

In grades TK-3, Morning Meeting is an engaging way to start a day, build a strong sense of community, and set learners up for success socially and academically. Morning Meetings are a scaffolded
Meetings, teach and focus Other and instruction predecessor with Advisory iLEAD with 21st approach topics San morning Facilitate Advisory Advise message Morning Practice Mindfulness Sharing: Encourage or Foster Greeting: Promote Explore opportunities, helps learners practice social and academic skills (for example, reciting a poem, dancing, singing, or playing a game that reinforces social or academic skills). Morning Message: Learners read and interact with a short message written by their teacher. The message is crafted to help learners focus on the work they’ll complete in school that day.

Advisory begins in 4th grade for all learners. A focus on social and emotional learning combined with unique morning meeting, advisory topics and seminars empower learners (and family) to receive the information and skills they need to make healthy evidence-based choices for themselves, their children, and their family as a unit. Beginning in the 2018-19 school year, the high school class will also include instruction in performing CPR. (Ed. Code, § 51225.6.) Programs are built upon the "educating the whole child" approach to health and wellness through daily programs and routines such as:

- The Strengths of Heart, Mind and Will (Character Lab, 2016) used for developing learner outcomes, assessment rubrics, project development process etc.;
- The 7 Habits of Successful Kids and Teens (Sean Covey, 2009-2015);
- Mindfulness and meditation programs (such as kid yoga and meditation, MindUP)
- Love and Logic (Foster W. Cline) (empathy- based approach to discipline)
- Way of Council

Advisory will serve as a safe place to build trusting relationships, academic mindset, health and wellness, and 21st-Century skills. iLEAD’s advisory program fosters personalization for each learner and aims to teach social-emotional skills as in the following:

- Advise learners about academic decisions while monitoring academic achievement
- Provide developmental guidance (both formal and informal)
- Foster communication between the home and school
- Encourage supportive peer relationships
- Practice conflict resolution
- Promote an awareness of diversity and tolerance
- Undertake community service within and outside the school
- Facilitate community governance and conversations
- Prepare learners for life transitions including career development and post-secondary opportunities
- Promote character development
- Explore moral dilemmas
- Explore the process of group development and have fun

Other topics covered in advisory will include social media awareness and cyberbullying awareness.
Learners gain an understanding on how to act responsibly in the digital world. Focus areas include appropriate cell phone use, social media postings and interactions, use of search engines and reporting problems or inappropriate messages.

Cyberbullying occurs when someone uses technology (usually a computer) to harass, intimidate, embarrass, or demean others. People who might not act mean offline sometimes bully others online because they can’t see or be seen by the people they are hurting. Learners develop strategies to protect themselves and others from this dangerous type of behavior.

Advisory will also serve as a means towards college preparedness. Beginning in 9th grade, advisory will give learners tools such as college planning, choosing the right type of school, narrowing their passion to focus on possible college and career plans and how to write college essays.

**INTERVENTION/HOMEWORK SUPPORT— NON-CORE/NON-COLLEGE-PREPARATORY**

Students in grades 9-12 will have two periods weeks for additional support, whether for designated ELD instruction, tutoring with teachers and more advanced peers, test prep, online credit recovery and more, or simply time to complete homework.

**INNOVATIVE COMPONENTS OF THE INSTRUCTIONAL PROGRAM**

As detailed throughout this petition, iLEAD SFV’s program is, by design, innovative and unique. We offer a personalized, learner-centered approach to education with an emphasis on engaging PBL for deeper, inter-disciplinary learning, emphasis on social emotional development through the Leader in Me and Way of Council programs, and comprehensive, whole child approach. We know our model appeals especially to learners who are not successful or inspired by more traditional programs, and those who have not thrived in other school settings due to social emotional issues.

**INTERVENTION AND ENRICHMENT PROGRAMS**

See sections above regarding Electives. Intervention and supports for students in need are detailed below.

**CURRICULAR AND INSTRUCTIONAL MATERIALS**

Directors and facilitators work collaboratively to select instructional materials based on alignment with the school’s standards-based learning outcomes and educational philosophy and the needs of the individual learner set forth in the Individualized Learning Plan (ILP). Materials are chosen collaboratively to promote active, purposeful engagement with content where learners master standards and show what they know “by doing.” Materials may also be selected to enhance curricular integration, for example, where learners read a work of historical fiction to enhance their understanding of History/Social Science content they are studying. Supplemental materials will be used to develop learner interests, to differentiate individual learner needs and as needed for projects. Learners have opportunities to select materials appropriate to subtopics they have chosen.

**Grades TK-5**

Morning Meeting Book, 7 Habits of Healthy Kids
ELA: Daily 5, Nancy Atwall, Write from the Beginning, Zoo Phonics, Readers Theatre, Words their Way, CCSS-Aligned teacher created materials to supplement, varies by grade level

ELD: Reading Wonders

Math: Math in Focus, Singapore Math 1, CCSS-Aligned teacher created materials to supplement, varies by grade level

Science: Interact Units, Foss Kits, Gems Units, CCSS-Aligned teacher created materials to supplement, varies by grade level

History/Social Studies: History Alive!, Interact Units, CCSS-Aligned teacher created materials to supplement, varies by grade level

Art: KinderArt, Meet the Masters

**Middle School**

Advisory: Morning Meeting Book, 7 Habits of Effective Teens, Character Lab Playbooks

ELA: Write from the Beginning, NewsELA, CommonLit, No Red Ink, Wordly Wise, Core Lit, CCSS-Aligned teacher created materials to supplement, varies by grade level

ELD: iLIT ELL

Math: CPM 1, 2, 3 & Algebra, Mathalicious, CCSS-Aligned teacher created materials to supplement, varies by grade level

Science: Interact Units, Mosa Mack, NASA Educators, PhEt Simulations, Crash Course, CK-12 Lessons, CCSS-Aligned teacher created materials to supplement, varies by grade level

History/Social Studies: History Alive, Interact Units, Crash Course, TCI Social Studies Alive! Series, CCSS-Aligned teacher created materials to supplement, varies by grade level

Art: Contemporary Art Start - MOCA

**High School**


ELD: myPerspectives ELD companion

Math: College Preparatory Math Integrated Math 1-3, CPM Precalculus, College Preparatory Math Calculus

Science: Discovery Education Science Techbooks (9-12 AP)

Foreign Language: Rosetta Stone, Duolingo, Standards-aligned teacher created materials to supplement, varies by grade level

Arts: The Visual Experience, Davis; Davis Studio Series; Discovering Art History; Gardner’s Art Through the Ages (AP Art History)

### 13. COMPREHENSIVE COURSE LIST

<table>
<thead>
<tr>
<th>Discipline</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English 6</td>
<td>English 7</td>
<td>English 8</td>
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<tr>
<td>Mathematics</td>
<td>Math I</td>
<td>Math II</td>
<td>Math III</td>
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<td></td>
<td>Algebra 1</td>
</tr>
<tr>
<td>History</td>
<td>Ancient World History</td>
<td>Middle Age History</td>
<td>American History</td>
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<td>Science</td>
<td>Integrated Science I</td>
<td>Integrated Science II</td>
<td>Integrated Science III</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>How to Draw</td>
<td>How to Draw</td>
<td>Speech and Debate</td>
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<td>Theatre</td>
<td>Speech and Debate</td>
<td>Advanced Film Making</td>
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<td>Contemporary Art Start</td>
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<td>Mandarin 1b</td>
<td>Mandarin 2</td>
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<th>12th Grade</th>
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iLEAD San Fernando Valley
<table>
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<th>(required)</th>
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<td>Geometry</td>
<td>Pre-Calculus</td>
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<tr>
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<td>Chemistry</td>
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</tr>
<tr>
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<td>AP Chemistry</td>
<td>Anatomy and Physiolog</td>
</tr>
<tr>
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<td>(required)</td>
<td>Food Science</td>
<td>AP Physics</td>
</tr>
<tr>
<td>(required)</td>
<td></td>
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</tr>
<tr>
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<td>World History</td>
<td>US History</td>
<td>AP Psychology</td>
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<td>World History Honors</td>
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<td>Assimilation and</td>
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<tr>
<td></td>
<td>(required)</td>
<td>(required)</td>
<td>Differences in America</td>
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<td>Yoga and Meditation</td>
<td>Yoga and Meditation</td>
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<tr>
<td></td>
<td>Archery</td>
<td>Archery</td>
<td>Archery</td>
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<tr>
<td></td>
<td>Fitness For Living Well</td>
<td>Fitness For Living Well</td>
<td>Fitness For Living Well</td>
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<tr>
<td></td>
<td>Walking Fitness</td>
<td>Walking Fitness</td>
<td>Walking Fitness</td>
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</table>
14. INSTRUCTIONAL METHODS AND STRATEGIES

In addition to our core tenets detailed above, our facilitators will use the following strategies to plan and implement standards-aligned curriculum:

BACKWARDS DESIGN/DIFFERENTIATED LEARNING

During summer PD/collaborative planning, pupil-free days, early release time and common planning time during within the bell schedule, facilitators will collaboratively plan units of study using the ‘backward design’ guidelines described in Understanding by Design. This strategy advises teachers to “begin with the question: What would we accept as evidence that students have attained the desired understandings and proficiencies – before proceeding to plan teaching and learning experiences.” There are three steps to this process:

1. Identify desired results: Beginning with the CA State Standards, facilitators will determine a three-tiered hierarchical set of learning expectations:
   - **Enduring understandings:** How will learners internalize the standards such that they are linked to an authentically meaningful big picture understanding of the material?
   - **Pre-requisite information and skills:** What prior knowledge do my learners need to make meaning of this new information?
   - **Important knowledge and skills:** What foundational knowledge and skills do learners need to master this material?

As facilitators select and prioritize these learning expectations, they will be guided by thinking about the extent to which the idea, topic or process: (1) represents a ‘big idea’ having enduring value beyond the classroom; (2) resides at the heart of the discipline, and is tied directly to standards and standardized testing; (3) requires “uncoverage” to the extent that parts of these concepts are difficult for learners to understand; and (4) offers potential for engaging learners.

2. Aligning Assessments to the Desired Results: Facilitators will use a variety of assessment methods including both formative and summative assessments. Methods will include quizzes or tests aligned with the style learners will encounter on standardized-assessments as well as more comprehensive or authentic checks for understanding such as Presentations of Learning, informal checks, student observation, 1:1 conferencing, performance tasks and projects requiring both physical deliverables as well as public presentations. Where possible, technology will be used to expand the extent of possible

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exhibition of mastery products or performances. Facilitators will match an appropriate assessment method to each standard and establish and articulate clear criteria for reaching proficient performance.

3. Differentiating Instruction to Meet the Needs of All Learners: Now that the learning expectations (knowledge and skills) have been identified, facilitators will work together to determine the most effective teaching methods and select the appropriate materials and resources to achieve their goals with all of their learners. Through a differentiated approach, facilitators focus on the specific needs, skills, challenges and learning styles of each individual learner to ensure that each one meets our high expectations for achieving mastery of the content and learning standards. Facilitators may scaffold learning and differentiate instruction by breaking down tasks, using modeling, prompting, and coaching to teach strategies for thinking and problem solving to help learners become proficient at conducting the relevant inquiry activities24, leading ultimately to mastery of CA CCSS content standards. Learners work actively with concrete materials, try out ideas, solve problems, make mistakes and correct them, and have opportunities to stop and reflect on what they have done. The more actively engaged children are in the learning process, the more effectively they will understand and retain concepts and skills that are delineated in the state standards.

Explicit instruction – particularly in reading, writing, and mathematics – will play an important role within the overall delivery of instruction. Skill-specific academic needs will be identified through formative and summative assessments and subsequently addressed through direct instruction. Phonics, reading fluency, reading comprehension, sentence structure, grammar, and arithmetic are examples of skill areas that will be introduced and reinforced explicitly by teachers working with students individually, in small groups, and as a whole class.

Presentations of Learning

All iLEAD learners participate in Presentations of Learning (POLs) in which they participate in a project showcase with an authentic audience. Learners use this opportunity to show not only what they have learned about the topic, but how they have applied their knowledge and practices in the real world. Young learners (TK-4) may learn grade-appropriate science about animals, local ecology, and community services and present their chosen animal to patrons at the L.A. Zoo. Middle schoolers (5-8) might craft an environmental awareness campaign that includes a formal letter writing campaign, a publically distributed video PSA, and posters at related events. High schoolers might plan and carry out investigations as part of a global program to conduct science on the International Space Station. By engaging with real audiences outside the classroom, the rigor by which learner outcomes are measured is increased, and student engagement in their learning is magnified.

Showcases of Learning

At the end of the school year, every iLEAD learner is held accountable to reflect on and articulate the academic and personal growth they have demonstrated throughout the year. Learners become models of good learning practices and behaviors and practice strong speaking and presentation skills. The youngest learners might draw pictures or craft a storybook that tells the journey of their learning by reflecting on concrete projects and activities. Middle and high school students have more flexibility in how they present to peers, parents, and staff, and often create games, interactive presentations, or

visual arts pieces to represent their growth and to demonstrate portfolio work. This reflective process ensures that learners are accountable to themselves and highly engaged in their learning.

15. **How the School’s Instructional Methodologies and Curriculum Will Ensure Student Mastery of the California CA CCSSS and Other State Content Standards**

As detailed above, the entire content of iLEAD San Fernando Valley’s curriculum will have the California state standards, including CA CCSSS and NGSS, as its foundation. Lessons will be explicitly designed to ensure all grade-level standards are met. Continuous professional development and coaching (see below) will ensure that all facilitators are continually learning themselves as they strengthen their own teaching practice. Regular data review will facilitate differentiation of instruction and additional supports and interventions for those learners who may need extra support.

16. **How the Instructional Program Will Support Student Development of Technology-Related Skills and Student Use of Technology**

iLEAD SFV’s facilitators will target specific objectives in academic content and 21st century skills that they want learners to understand and apply, then consider the technology tools that will enable learners to meet those objectives. In many instances, the technology tool provides access to information that enables deeper learning by allowing learners to analyze information, create and share original content, or attain project results that would be challenging to accomplish otherwise.

Technology will be incorporated into everyday learning. Kids in TK/K-1st grades will have access to iPads (1:2 ratio) and use them for reading A-Z programs, Story telling apps, and skills based apps that support the learning. In grades 2nd and 3rd the focus of keyboarding will be added. These learners have access to Mac Books (1:2 ratio). Learners will be taught how to use Google docs, Google Drive, basics research skills (from websites curated by the facilitators), and several online applications/websites to practice and reinforce grade level skills.

Beginning in 4th grade, technology will be used frequently. Learners will continue to learn more of the Google applications available in the Google suite including Google classroom. Learners will take quizzes and exit tickets created through Google Forms, use kahoot in the class for assessing retention of information, and access more online resources including CommonLit, Neswela, No Red Ink, and Crash Course History. Grades 4-12 will have a 1:2 ratio between iPads, Chrome Books, and Mac Books, pending budget.

In true PBL fashion, learners will learn Excel, research skills, how to verify sources, Power Point, Prezi, iMovie, and increase their abilities and skills authentically as the need arises in projects. This is guided intentionally by the facilitators.

Before every project design, facilitators design projects that offer technology literacy through:

- Opportunities for project accountability and contribution (at different times or from different locations) - by using Google docs and sheets learners who have very different schedules and still work together on a project. By tracking these changes a facilitator can also keep the learners accountable.
- Wiki, Google calendars, Google classrooms, Novare, and other tools for organizing content that is contributed asynchronously by multiple users
• Shared online calendars and project planners through Novare that assist facilitators, learners and parents/guardians in keeping track of project deadlines and time management
• Opportunities for consulting with content experts from outside the school that enable learners to connect with people anywhere in the world. These opportunities eliminate geographic barriers and set the stage for cross-cultural communication (using Google hangout, Skype, Nepris, videoconference, etc.) – Our facilitators try and have at least one “expert” connected to each project. These experts can serve virtually as part of an entry event, as part of a lesson where they answer questions posed by the learners, or part of a presentation of learning where they evaluate the learners who prevent virtually to them.
• Utilizing the Writer’s Workshop model or iterative design cycles as part of a project. Facilitators introduce or utilize collaborative tools like Google Apps for Education or Edmodo and Office Web Apps. This enables learners to store their work in the cloud, which allows them to receive peer feedback and track edits on shared documents.

Utilizing a Project Based Learning (PBL) approach puts the learners in the role of innovator, challenging them to think creatively about solutions. Here too, technology serves key learning goals as in the following example. Learners may choose to utilize a tool like Sketch to share virtual “design sketches” of raw ideas. If they’re more inclined to brainstorm verbally, they might use Wallwisher to post virtual “sticky notes” summarizing their creative suggestions.

iLEAD SFV will implement the International Society for Technology in Education (ISTE) Standards for Learners to promote future ready learning. Learners must be prepared to thrive in a constantly evolving technological landscape. The ISTE Standards are designed to empower learner voice, and ensure that learning is a learner-driven process of exploration, creativity, and discovery. These standards are based on four themes: creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision-making. iLEAD San Fernando Valley integrates these standards and strives to have learners become:

• **Empowered Learners:** Learners leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
• **Digital Citizens:** Learners recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world. They act in and model ways that are safe, legal and ethical.
• **Knowledge Constructors:** Learners critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
• **Innovative Designers:** Learners use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
• **Computational Thinkers:** Learners develop and employ strategies for understanding and solving problems in ways that leverage the power of technology methods to develop and test solutions.
• **Creative Communicators:** Learners communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
• **Global Collaborators:** Learners use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
iLEAD SFV will leverage technological and human resources to create a classroom-based educational environment in which learners choose their method of engagement with course material. Every learner will have access to iPads, laptops, video cameras, and other technology devices which are used throughout the day in various settings. MacBook Carts and iPad carts are provided to each grade level with the long-term goal being 1:1 distribution.

17. WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION

iLEAD Hybrid is WASC accredited, as is SCVi. iLEAD SFV will apply for WASC accreditation in the first year of operation.

18. GRADUATION REQUIREMENTS

iLEAD SFV will work to ensure that all middle school students complete grades 6-8 in 3 years passing with an equivalent grade of “C” (a “2” in our grade scale) or better and that all high school students will pass all required courses and electives with a grade of “C” or better to graduate in 4 years with a minimum of 210 credits. Each semester long high school core course at iLEAD SFV is worth 5 credits, while year-long courses are worth 10 credits.

iLEAD SFV’s high school graduation requirements meet UC/CSU “A-G” credits and include:

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<th>Total Credits Required</th>
<th>A-G Requirements</th>
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<td>Assimilation and Differences in America</td>
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</tr>
<tr>
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<td></td>
<td>Mandarin 4</td>
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| Arts                         | Visual Arts                |    |    |                        |
|------------------------------|----------------------------|----|----|                        |
|                              | Speech and Debate          |    |    |                        |
|                              | Photography                |    |    |                        |
|                              | Theatre                    |    |    |                        |
|                              | Chorus                     |    |    |                        |
|                              | Multi Media                |    |    |                        |
|                              | Drawing and Painting       |    |    |                        |
|                              | Principles of Engineering  |    |    |                        |
|                              | AP Art History             |    |    |                        |

iLEAD San Fernando Valley
iLEAD SFV will make credit recovery options available in order to ensure that all learners graduate on time having completed A-G and graduation requirements. Each learner has an Individualized Learning Plan (ILP) that is continuously reviewed with his/her advisor. If a learner is not making adequate progress, the advisor will meet with the learner and discuss options such as: in-school tutoring, summer school, or online credit recovery via APEX.

Students not completing graduation requirements by the end of the summer following their 4th year are welcome to attend a 5th year or until requirements are met.

**20. Ensuring Transfer Students Can Meet Graduation and College Entrance Requirements**

Upon enrollment, counselors and Advisors work with individual students to create their ILPs, including, for high school students, a plan for graduation. This plan is monitored and formally updated at least once per semester during the school year. Counselors help ensure that each student is enrolled in appropriate courses, and that each student has the support he or she needs to successfully complete graduation requirements. Minimum requirements for a diploma align with UC/CSU A-G requirements.

**21. Informing Parents, Including Parents With Limited English, About Course Transferability and College Entrance Requirements**

All high school A-G courses at iLEAD SFV are transferable to other public schools, and meet the rigorous requirements for admission to the UC/CSU system. iLEAD SFV will obtain WASC accreditation and course approval on UC Doorways. Parents will be notified about the transferability of courses and the eligibility of courses to meet college entrance requirements through the Student/Parent Handbook, which is available in both English and Spanish, and through meetings with the Site Director & College Counselor. Every transfer student participates in an intake meeting which includes a review of his/her transcript and tracking towards graduation. Every exiting student will also receive a transcript to provide him/her with an official record of courses completed and credits earned. In addition, the Charter School’s master schedule will be informed by student needs to ensure sufficient intervention opportunities are available for the student population.

**Academic Calendar and Schedules**
## 22. Academic Calendar

### August 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tr>
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<tr>
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<td>First Day of School</td>
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<td>Labor Day Holiday</td>
</tr>
<tr>
<td>14</td>
<td>ILPs</td>
</tr>
<tr>
<td>20</td>
<td>Minimum Day TK-8*</td>
</tr>
<tr>
<td>25</td>
<td>14th ILPs</td>
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### October 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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</thead>
<tbody>
<tr>
<td>8-12</td>
<td>Pupil Free, Facilitator Professional Development</td>
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### November 2018

<table>
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<tr>
<th>Date</th>
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</thead>
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<tr>
<td>9</td>
<td>Veterans’ Day (observed) Holiday</td>
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<tr>
<td>19-23</td>
<td>Fall Break</td>
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### December 2018

<table>
<thead>
<tr>
<th>Date</th>
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</tr>
</thead>
<tbody>
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<td>17</td>
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<tr>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>7</td>
<td>Learner Free Day, Staff Collaboration Day</td>
</tr>
<tr>
<td>21</td>
<td>Martin Luther King Holiday</td>
</tr>
<tr>
<td>31</td>
<td>End of Semester</td>
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### February 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Reports of Progress Sent Home</td>
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<td>16</td>
<td>Learner Led Conferences (LLCs)</td>
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<tr>
<td>18</td>
<td>President’s Day Holiday</td>
</tr>
<tr>
<td>21</td>
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</table>

### March 2019

<table>
<thead>
<tr>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>7</td>
<td>Pupil Free, Facilitator Professional Development</td>
</tr>
</tbody>
</table>

### April 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-19</td>
<td>Spring Break</td>
</tr>
<tr>
<td>22</td>
<td>Learner Free Day, Facilitator Professional Development</td>
</tr>
</tbody>
</table>

### May 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Minimum Day TK-5*</td>
</tr>
<tr>
<td>27</td>
<td>Memorial Day Holiday</td>
</tr>
</tbody>
</table>

### June 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Last Day of School</td>
</tr>
</tbody>
</table>

**Legend:**
- Professional Development
- Learner Free Days
- Holidays/Vacation
- Minimum Day
- First Day/End of Semester/Progress Reports/ Last Day of School

**Total Days = 175**
- S1 = 87
- S2 = 88
- P1 = 60
- P2 = 120
## TK/K

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15 - 8:45</td>
<td>Morning Meeting</td>
<td>30</td>
</tr>
<tr>
<td>8:45 - 9:45</td>
<td>Math</td>
<td>60</td>
</tr>
<tr>
<td>9:45 - 10:00</td>
<td>Nutrition/Recess</td>
<td></td>
</tr>
<tr>
<td>10:00 - 11:00</td>
<td>ELA</td>
<td>60</td>
</tr>
<tr>
<td>11:00 - 11:55</td>
<td>Science/Social Studies (alternating every other day)</td>
<td>55</td>
</tr>
<tr>
<td>11:55-12:25</td>
<td>Literacy/ELD</td>
<td>30</td>
</tr>
<tr>
<td>12:25 - 12:55</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>12:55</td>
<td>Dismissal</td>
<td></td>
</tr>
<tr>
<td>12:55 - 3:00</td>
<td>(Optional) After School</td>
<td></td>
</tr>
<tr>
<td>235</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15-8:30</td>
<td>Morning Meeting</td>
<td>15</td>
</tr>
<tr>
<td>8:30-9:15</td>
<td>Math</td>
<td>45</td>
</tr>
<tr>
<td>9:15-10:00</td>
<td>Arts (rotating units of Music/Visual Art)</td>
<td>45</td>
</tr>
<tr>
<td>10:00-10:15</td>
<td>Nutrition/Recess</td>
<td></td>
</tr>
<tr>
<td>10:15-11:15</td>
<td>PE</td>
<td>60</td>
</tr>
<tr>
<td>11:15-12:15</td>
<td>Literacy/ELD</td>
<td>30</td>
</tr>
<tr>
<td>12:15-12:45</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>12:45</td>
<td>Dismissal</td>
<td></td>
</tr>
<tr>
<td>235</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:15 - 4:00</td>
<td>Professional Development</td>
<td></td>
</tr>
</tbody>
</table>

## Grades 1-3

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15 - 8:45</td>
<td>Morning Meeting</td>
<td>30</td>
</tr>
<tr>
<td>Time</td>
<td>Class/Activity</td>
<td>Minutes</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>8:45 – 9:55</td>
<td>ELA (including designated ELD)</td>
<td>70</td>
</tr>
<tr>
<td>9:55-10:15</td>
<td>Nutrition/Recess</td>
<td></td>
</tr>
<tr>
<td>10:15-11:25</td>
<td>Math</td>
<td>70</td>
</tr>
<tr>
<td>11:25-12:35</td>
<td>P.E./Arts (alternating days)</td>
<td>70</td>
</tr>
<tr>
<td>12:35-1:25</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1:25-3:00</td>
<td>Social Studies/Science PBL (alternating days)</td>
<td>95</td>
</tr>
<tr>
<td>3:00</td>
<td>Dismissal</td>
<td></td>
</tr>
</tbody>
</table>

**Friday**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15-9:00</td>
<td>Morning Meeting</td>
<td>45</td>
</tr>
<tr>
<td>9:00-9:55</td>
<td>ELA (incl. dedicated ELD instruction for 30 min.)</td>
<td>55</td>
</tr>
<tr>
<td>9:55-10:15</td>
<td>Nutrition/Recess</td>
<td></td>
</tr>
<tr>
<td>10:15-11:10</td>
<td>Math</td>
<td>55</td>
</tr>
<tr>
<td>11:10-12:15</td>
<td>P.E./Arts Elective (alternating every other week)</td>
<td>55</td>
</tr>
<tr>
<td>12:15-12:45</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>12:45</td>
<td>Dismissal</td>
<td></td>
</tr>
<tr>
<td>1:15 - 4:00</td>
<td>Professional Development</td>
<td></td>
</tr>
</tbody>
</table>

### 4th–8th grade

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday - Thursday</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 -9:00</td>
<td>Advisory</td>
<td>30</td>
</tr>
<tr>
<td>9:05-9:55</td>
<td>Math</td>
<td>55 (including passing)</td>
</tr>
<tr>
<td>9:55 - 10:15</td>
<td>Nutrition/Recess</td>
<td>N/A</td>
</tr>
<tr>
<td>10:15-11:10</td>
<td>Science/Project time</td>
<td>55</td>
</tr>
<tr>
<td>11:15-12:05</td>
<td>Language/PE (Alternating days)</td>
<td>55 (including passing)</td>
</tr>
<tr>
<td>12:05 - 12:45</td>
<td>Lunch</td>
<td>N/A</td>
</tr>
<tr>
<td>12:45-1:40</td>
<td>ELA</td>
<td>55</td>
</tr>
<tr>
<td>1:45-2:35</td>
<td>History/Project time</td>
<td>55 (including passing)</td>
</tr>
<tr>
<td>2:40-3:30</td>
<td>Elective</td>
<td>55 (including passing)</td>
</tr>
<tr>
<td>Time</td>
<td>Subject</td>
<td>Instructional Minutes</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>8:30 - 9:00</td>
<td>Advisory</td>
<td>30</td>
</tr>
<tr>
<td>9:00 - 10:40</td>
<td>ELA/History (alternating)</td>
<td>100</td>
</tr>
<tr>
<td>10:40 - 11:00</td>
<td>Nutrition</td>
<td>N/A</td>
</tr>
<tr>
<td>11:00 – 12:40</td>
<td>Math/Science (alternating)</td>
<td>100</td>
</tr>
<tr>
<td>12:40– 1:10</td>
<td>Lunch</td>
<td>230</td>
</tr>
<tr>
<td>1:15 - 4:00</td>
<td>Professional Development</td>
<td></td>
</tr>
</tbody>
</table>

9-12 Sample Schedule

40 minute advisory, 110 minute blocks (x2), 70 min electives (x2), 3 passing periods = 415 instructional minutes

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:40</td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
</tr>
<tr>
<td>8:45-10:35</td>
<td>A block: Geometry</td>
<td>C block: Biology</td>
<td>A block: Geometry</td>
<td>C Block: Biology</td>
</tr>
<tr>
<td>12:30-1:15</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:15-2:25</td>
<td>PE</td>
<td>PE</td>
<td>Chorus</td>
<td>PE</td>
</tr>
<tr>
<td>2:30-3:40</td>
<td>Intervention/Homework Support</td>
<td>Chorus</td>
<td>Intervention/Homework Support</td>
<td>Chorus</td>
</tr>
</tbody>
</table>

Early Release Friday (alternates A/B/C and A/B/D)

30 min advisory, 70 min blocks (x3), 3 passing periods = 255 instructional minutes

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:30</td>
<td>Advisory</td>
</tr>
<tr>
<td>8:35-9:45</td>
<td>A block: Geometry</td>
</tr>
<tr>
<td>9:50-11:00</td>
<td>B block: ELA 10</td>
</tr>
<tr>
<td>11:05-12:15</td>
<td>C block: Biology</td>
</tr>
<tr>
<td>12:15-12:45</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:45</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>
Based on the sample school calendar and bell schedules above, the following table shows calculation of the instructional minutes that will be offered at the iLEAD San Fernando Valley School for the 2018-19 school year.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Grades Offered</th>
<th>Number of Regular Days</th>
<th>Number of Instr. Minutes Per Regular Day</th>
<th>Number of Early Dismissal Days</th>
<th>Number of Instr. Minutes Per Early Dismissal Day</th>
<th>Number of Minimum Days</th>
<th>Number of Instr. Minutes Per Minimum Day</th>
<th>Number of [Other] Days</th>
<th>Total Number of Instr. Days</th>
<th>Minutes Req’d Per State Law</th>
<th>Total Number of Instr. Minutes Above/Below State Req’t.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TKK</td>
<td>Yes</td>
<td>140</td>
<td>235</td>
<td>35</td>
<td>225</td>
<td>4</td>
<td>225</td>
<td>175</td>
<td>36000</td>
<td>41125</td>
<td>5125</td>
</tr>
<tr>
<td>1</td>
<td>Yes</td>
<td>138</td>
<td>335</td>
<td>35</td>
<td>225</td>
<td>4</td>
<td>225</td>
<td>175</td>
<td>50400</td>
<td>54335</td>
<td>3935</td>
</tr>
<tr>
<td>2</td>
<td>Yes</td>
<td>138</td>
<td>335</td>
<td>35</td>
<td>225</td>
<td>4</td>
<td>225</td>
<td>175</td>
<td>50400</td>
<td>54335</td>
<td>3935</td>
</tr>
<tr>
<td>3</td>
<td>Yes</td>
<td>138</td>
<td>360</td>
<td>35</td>
<td>225</td>
<td>4</td>
<td>225</td>
<td>175</td>
<td>54000</td>
<td>57735</td>
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<tr>
<td>4</td>
<td>Yes</td>
<td>138</td>
<td>360</td>
<td>35</td>
<td>230</td>
<td>2</td>
<td>230</td>
<td>175</td>
<td>54000</td>
<td>58190</td>
<td>4190</td>
</tr>
<tr>
<td>5</td>
<td>Yes</td>
<td>138</td>
<td>360</td>
<td>35</td>
<td>230</td>
<td>2</td>
<td>230</td>
<td>175</td>
<td>54000</td>
<td>58190</td>
<td>4190</td>
</tr>
<tr>
<td>6</td>
<td>Yes</td>
<td>138</td>
<td>415</td>
<td>35</td>
<td>255</td>
<td></td>
<td></td>
<td>175</td>
<td>64800</td>
<td>67025</td>
<td>2225</td>
</tr>
<tr>
<td>10</td>
<td>Yes</td>
<td>140</td>
<td>415</td>
<td>35</td>
<td>255</td>
<td></td>
<td></td>
<td>175</td>
<td>64800</td>
<td>67025</td>
<td>2225</td>
</tr>
<tr>
<td>11</td>
<td>Yes</td>
<td>140</td>
<td>415</td>
<td>35</td>
<td>255</td>
<td></td>
<td></td>
<td>175</td>
<td>64800</td>
<td>67025</td>
<td>2225</td>
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<tr>
<td>12</td>
<td>Yes</td>
<td>140</td>
<td>415</td>
<td>35</td>
<td>255</td>
<td></td>
<td></td>
<td>175</td>
<td>64800</td>
<td>67025</td>
<td>2225</td>
</tr>
</tbody>
</table>

**TEACHER RECRUITMENT AND PROFESSIONAL DEVELOPMENT**

**25. Teacher Recruitment**

iLEAD SFV recognizes that high learner achievement depends on the quality of instruction. iLEAD SFV will use multiple strategies to attract and retain appropriately credentialed teachers who will serve as facilitators with subject area expertise to support learner achievement and collaboration. The facilitator job description lists specific required characteristics, including experience/success with English Learners, that best support learner achievement and the individual needs of all learners.

Recruitment of certificated staff is performed in the following manner:

- Post on local College/University Job Boards
- Post on EdJoin, Monster, Craigslist, indeed, and CareerBuilder
- Post on Charter Schools Development Center Job Board
- SchoolSpring (national search) posting
- Participate in Teacher Job Fairs
- Post on iLEAD internal internet site

iLEAD SFV will use a hiring process unique to iLEAD network schools called Star Search. This process reveals the alignment of candidates’ educational philosophy and skills with the school’s instructional approach. A paper screening will be the first step to check that candidates meet basic qualifications and for evidence of alignment with iLEAD SFV’s approach. Ideal candidates will value an emphasis on the whole child in teaching, commit to building relationships and have interest and experience in building a
standards-based curriculum that engages learners in active, meaningful project-based learning. This may include familiarity with constructivist methods, project-based learning, personalized learning, development of real-world skills and engaging learners’ interests. Ideal candidates will also have the communication skills needed to address the diverse needs of each family and learner. Candidates will participate in a rigorous hiring process. A day-long onsite screening process includes an orientation, formal interviews, and demonstrations in which candidates lead and participate in a learner advisory group or teach a lesson to a group of learners. This process includes parents/guardians, learners and facilitators in the hiring process with the School Director finalizing all hiring decisions.

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

26. PROFESSIONAL DEVELOPMENT

Professional development will include comprehensive two to three weeks of training prior to the start of the school year (new staff attend three weeks; returning staff attend two weeks), “early release” weekly for almost three hours of PD and collaborative planning, and four pupil-free PD days specified throughout the year devoted to review of student achievement data, facilitator growth, collaboration and professional development. Professional learning experiences will develop facilitator understanding of the theory and practice of iLEAD SFV’s instructional approaches, as well as administrative policies and procedures and mandated teacher training.

<table>
<thead>
<tr>
<th>Proposed Professional Development Plan 2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandated Trainings (August prior to school year commencement)</td>
</tr>
<tr>
<td></td>
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<td></td>
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<td>Data Analysis</td>
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</tr>
</tbody>
</table>
iLEAD SFV will continue to have facilitators begin with two weeks of professional development and planning at the beginning of August (prior to the start of the school year), with new facilitator on-boarding process for an additional week (one week of “Camp Make” professional development). Summer PD includes team building programs, administrator-initiated activities, team and individual coaching and facilitator-initiated activities.

This proposed calendar supports the needs of the academic plan as it provides facilitators with the training and collaboration time that is imperative to ensure effective implementation of a project-based learning instructional program. iLEAD San Fernando Valley’s mission and vision involve sophisticated educational practices that will take time to develop, as individual facilitators acquire and refine the needed skills and as the school incrementally develops the capacity to implement the vision fully. The calendar will allow for sufficient time to allow this process to take place.

iLEAD SFV will continue to cultivate a professional culture at the school that thrives on the same principles as other iLEAD schools. This culture is collaborative in nature, encourages ongoing professional dialogue, and is a positive, fun environment. The iLEAD SFV professional culture begins with the initial professional development and is maintained throughout the year in Professional Learning Communities (PLC). The agreements that are arrived at in these contexts will be implemented by each responsible member and supported by the School Director. iLEAD SFV’s program utilizes practices outlined by Kim Farris-Berg’s work on Teacher-Powered Schools that encourages teachers to make decisions that influence the success of a school, project, or professional.

Facilitators take an active role in policy, hiring, dismissal and other aspects of school leadership. Each facilitator is a member of a school team, culture, data, PBL, and so on, ensuring that the culture of collaboration not only exists amongst learners but also with staff. As a result of this positive professional culture, facilitators will be motivated to remain with the iLEAD SFV, ensuring teacher retention. Success
of building a positive professional culture will be assessed through the use of annual surveys designed specifically for each stakeholder (teachers, staff, learners, and parents/guardians).

MEETING THE NEEDS OF ALL STUDENTS

Through our personalized, differentiated, whole child PBL model, iLEAD SFV will strive to meet the needs of all learners regardless of ability or background. All learners are in the same classes regardless of their status as English Learners (ELs), socio-economically disadvantaged learners, high achieving learners, learners achieving below grade level, and special education learners. We do recognize however that some learners will need intervention in order to be successful.

Student supports are designed as a means for prevention, intervention, and acceleration of learning. Additional supports will be introduced for any learner who:

- is performing more than one level below or more than one level above his/her actual grade level
- is not on track to make at least one grade level of growth in reading, writing, and math
- does meet the two criteria above but has persistent challenges with the school’s academic or behavioral expectations

The framework for learners who are not meeting grade level expectations is best described as a “problem solving approach” within the Three-Tiered Response to Intervention (RtI) Model. Tier 1 interventions occur at the facilitator level. A facilitator may identify learners who are having difficulties with their coursework and implement modifications or use other instructional strategies to help meet learners’ needs. The learner is referred to a member of the Learner Success Team (LST), who is responsible for following up with everyone who is supporting the learner.

Facilitators carefully monitor learner progress, gather learner performance data and determine whether or not the interventions have been successful. If classroom interventions and scaffolding prove insufficient to address the needs of a learner, the learner is referred for supplemental (Tier II) intervention outside of core instruction. At this time a LST meeting is called to discuss what type of interventions may benefit the learner. The LST, comprised of facilitators, parents/guardians, administrators, and any other concerned parties, meet to develop a plan for the learner’s progress. An action plan may include modifications and supports to be provided by the facilitator as well as other intervention strategies for families to implement at home and outside of school. Any learner recommended for academic intervention is assessed. Depending on his/her needs (Spanish Language, English Language, Math, etc.) the learner may be asked to attend tutoring to address his/her academic needs.

The Learner Success Team may find that a learner has needs beyond academics. For example, the LST may also address learner health, attendance, work and study habits, behavior, or language needs. In all LSTs the immediate outcome is a structured plan for how to improve in one or more of these areas and then a follow up meeting is scheduled to review parent/guardian and facilitator feedback to determine if progress is being made on the LST plan. The LST plan outlines actions, timeline, multiple checkpoints and responsible parties to inform the team on how to proceed in further aiding a learner who is not meeting grade level expectations. Parents/guardians are asked to provide insight into how their child is doing at home. Facilitators provide knowledge about how learners are progressing on grade level standards.
Intervention facilitators provide data to show learners’ progress in supplemental intervention experiences. If a learner is not meeting the goals set forth in the LST, follow up meetings may be held to consider other modifications. Via this process, learners may be referred to a prescreening process to assess eligibility for special education services.

If the Learner Success Team determines that a learner should be pre-screened, then the LST plan would move into a Tier III category. Tier III begins with a meeting where all information regarding Tier I and II interventions and outcomes are reviewed with the parent/guardian. Consent is sought to evaluate if a child meets the criteria for receiving additional support from the Resource Specialist or for a Section 504 evaluation. Ultimately, if it is determined that the learner meets the criteria for special education services, then an Individualized Education Program (IEP) is collaboratively developed that is implemented by the facilitator as well as the Resource Specialist (Specific Learning Disability) or other specialists (speech/language, occupational therapy, etc.). If specified criteria are met, a 504 Plan is developed to provide accommodations.

The Learner Success Team ensures that iLEAD SFV explores all factors that may be influencing a child’s low academic achievement. iLEAD SFV also directs families to gain access to community resources. This assistance is continuous and creates a genuine support system for the families.

27. English Learners (EL)

iLEAD SFV will offer a rigorous, data-driven, and research-based program to all English Learners. The ultimate goal is for all English Learners to have equitable access to college and define their own success. iLEAD SFV will adopt the LAUSD English Learner Master Plan.

Based upon the data from the surrounding neighborhood schools, we expect approximately 18% of learners to be English Learners (ELs), with the vast majority being Spanish speaking. We have structured our program to meet the needs of ELs with a goal that they gain fluency in English as quickly as possible in a supportive setting. iLEAD SFV facilitators, staff and school leaders will communicate to parents in Spanish as needed—but will use English instruction for the content areas in the classroom. At iLEAD SFV, Integrated ELD will be provided to ELs throughout the school day and across all subjects by all facilitators of ELs. iLEAD SFV facilitators will use the CA ELD Standards in tandem with the CA CCSSS for ELA/Literacy and other content standards, as well as implement SDAIE strategies, to ensure learners strengthen their abilities to use English as they simultaneously learn content through English. Designated ELD will be provided for learners in Levels 1-3 by CLAD certified facilitators daily for a total of 300 minutes each week and for learners in Levels 4-5 225 minutes each week. Facilitators use the CA ELD Standards as the focal standards in ways that build into and from content instruction to develop the critical language ELs need for content learning in English.

Identification of English Learners

iLEAD SFV’s EL program, which will adopt the LAUSD English Learner Master Plan, is designed to ensure English Learners (including those who are reclassified) have equal access to instructional materials, curriculum and supports in order to achieve grade-level CA CCSSS mastery and English-language proficiency.

In order to identify EL learners in a timely fashion and to provide appropriate instructional support and services, all parents will be required to complete a Home Language Survey upon enrollment at the
school. (Cal. Education Code § 52164.1) Learners whose primary language is not English will be assessed using the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior ELPAC test results. The ELPAC assessment will take place within 30 days of the start of the school year or within two (2) weeks after the date of the learner’s first enrollment at iLEAD SFV.

The EL Coordinator will assess English language proficiency of all currently enrolled English Learners in accordance with California Education Code guidelines. Learners with disabilities will be permitted to take the test with the accommodations listed in the Education Code if they are specified in the learner’s IEP or Section 504 plan. An alternate assessment for English language proficiency is administered to learners who are unable to participate in the ELPAC, according to the guidelines set forth in the learner’s IEP. The school will notify parents of the school’s responsibility to conduct ELPAC testing and will inform parents of ELPAC assessment results within 30 calendar days following receipt of results from the test contractor, and encourage them to participate in the reclassification process.

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>English learners at this level have fully functional receptive (listening and reading) and productive skills (speaking and writing). They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics.</td>
</tr>
<tr>
<td>3</td>
<td>English learners at this level have moderately functional receptive (listening and reading) and productive skills (speaking and writing). They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics.</td>
</tr>
<tr>
<td>2</td>
<td>English learners at this level have somewhat functional receptive (listening and reading) and productive skills (speaking and writing). They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics.</td>
</tr>
<tr>
<td>1</td>
<td>English learners at this level have limited functional receptive (listening and reading) and productive English skills (speaking and writing). They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.</td>
</tr>
</tbody>
</table>
Parents are notified of their child’s ELPAC scores each year via email, a letter sent home with their child, and a letter mailed to their residence. The same process will occur when a learner is being considered for Reclassification and again when they are officially reclassified. iLEAD SFV will use annual ELPAC and other standardized test data (e.g., CAASPP, NWEA MAP), teacher observations, and optional parent input to identify English Learners (EL), and reclassify EL learners as English proficient when appropriate. Annual Assessments for learners already identified as EL are administered within the Annual Assessment window.

**Educational Program for English Language Acquisition**

In addition to the major program design features at iLEAD SFV that support learners who are ELs (hands-on learning, multi-age grouping, differentiated instruction, etc.), facilitators at iLEAD employ Specially Designed Academic Instruction in English (SDAIE) strategies in their classrooms. SDAIE includes a variety of specific learning and teaching strategies to shelter instruction towards language acquisition and helps take learners into, through and beyond the topics covered. Facilitators will engage in the following practices, among others, to support universal access of subject matter content for all learners:

- During lesson planning and preparation, facilitators will identify lesson objectives aligned with state and local standards.
- Facilitators will link new content to learners’ background experiences and introduce unfamiliar vocabulary to facilitate comprehension.
- Facilitators will use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Facilitators will provide learners with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Facilitators will provide learners with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.
- Facilitators will provide learners with regular opportunities to use new language skills in context.
- Facilitators will pace lessons appropriately to allow for the participation and active engagement of all learners.
- Facilitators will utilize language-based as well as content-based assessments.

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

**Learner Engagement:** As a staff, we consistently challenge ourselves to achieve 100% learner engagement. Many of our practices that are used for all learners will be strategies used for EL learners too. Learners are engaged in learning when they have goals for schooling. They participate and ask questions. They actively incorporate new information with prior knowledge. They are held accountable by staff and peers, as well as themselves, for learning. Kinsella and Feldman define learner engagement as “To attract and maintain a learner’s interest and active involvement in all lesson content and related tasks, with clearly articulated verbal and nonverbal “evidence checks” of a concrete, productive, and behaviorally observable response to instruction.”

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26 Hill, Jane, Bjork, Cynthia. Classroom Instruction That Works with English Language learners. ASCD, 1996
High Quality, Learner-to-Learner Interaction: A critical element of language development is providing time and space for learners to use language in writing, reading, listening, and speaking. We commit to providing opportunities throughout each project for learners to collaborate, discuss ideas and process information. Facilitators spend time explicitly teaching “partner talk”: what it looks like, sounds like and feels like.

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

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

- Allowing learners to self-assess: thumbs check, first of five
- Using Project Rubrics to assess academic and presentation skills
- Posing questions that require answers in visual form: thumbs up/down, hold up fingers to represent an answer choice
- Completing work on whiteboards and showing answer
- Using exit slips at the end of the workshops to check if learners have mastered the objective and share results with learners the next day
- Checking in with learners during individual and collaborative work
- Assigning a “temperature monitor” who frequently informs the facilitator of group concerns, needs, level of understanding, etc.
- Redirecting learners to follow the procedure and ask their peers for help first

Systematic ELD Instruction and Programming: In addition to integrating SDAIE and EL strategies throughout the curriculum, iLEAD SFV is devoted to providing designated ELD instruction for language learners. Learners are taught at their assessed ELD proficiency level during the academic session. In addition, facilitators ensure that ELD lessons include:

- A clear and stated language objective based on a scope and sequence of language skills and focus on the language function or purpose
- Language patterns and vocabulary
- Structured language practice at least 50% of the time
- Engaging topics and instructional practices

Learners in the elementary grades (TK-5) are provided with a model of instruction based upon their ELD levels. Learners at ELD levels 1-3 are taught using Structured English Immersion to support them as they develop greater proficiency in English while still providing them access to the core grade-level curriculum. The core subjects are differentiated and scaffolded according to the learners’ linguistic needs. Learners at ELD levels 4-5, as well as recently reclassified learners, are taught through the
Mainstream English Instructional Program designed to increase their social and academic English fluency to approach that of native English-speaking peers. However, when needed, instruction for EL learners in a Mainstream English Instructional Program is still differentiated and scaffolded in order to ensure full access to the core curriculum.

Learners in the secondary grades (6-12) are provided with a similar model of instruction to the one outlined above. However, the more advanced nature of the academic content in these grades may lead to significant challenges for learners who are not yet proficient in English. For this reason, interventions are provided to support these learners in the mastery of content. In order to ensure adequate progress toward English fluency as well as content mastery, facilitators, the EL Coordinator, and school leaders will monitor the growth of EL learners, monitoring and evaluating the success of the individual interventions, making adjustments as needed.

**How The Program Will Meet The New State ELD Standards And Use The Results Of The ELPAC**

iLEAD SFV bases its English Learner support program on the new California ELD Standards. The California English Language Development Test (CELDT), aligned to the 1999 ELD Standards, will be replaced by the English Language Proficiency Assessments for California (ELPAC) system in 2018, which will be aligned to the 2012 revised CA ELD Standards.

As guided by the CA ELD Standards, iLEAD SFV facilitators provide instruction grounded in the best available research on supporting ELs in an English Immersion environment. Learners will be expected to advance at least one ELD level, or the equivalent ELPAC Proficiency Level Descriptor, annually. Our EL Coordinators at each site will partner with the classroom facilitators to include ELD goals on learners’ learning plans. Additionally, our EL Coordinator will assess learners’ progress towards attainment of the standards using standards-based portfolios.

If learners are not making sufficient academic progress as indicated through ELPAC data, we will modify our EL program as needed.

iLEAD SFV will ensure that facilitators are qualified and supported to meet the needs of ELs. Minimum qualifications for facilitators will include graduation from an accredited four-year university, possession of/in the process of receiving a California teaching credential for the subject they are teaching, as well as undergoing an interview process, which may include a teaching demonstration. Additionally, we will hire facilitators that are CLAD/BCLAD certified, and will place a priority on hiring facilitator(s) that speak Spanish and English and can provide strong instruction within a structured immersion classroom. We also support facilitators by providing professional development on structured immersion instruction, specially designed academic instruction in English (SDAIE) teaching strategies, language development, monitoring, and assessment of ELs. We commit to monthly professional development specifically addressing the instructional effectiveness, reviewing assessment data and revising curriculum to meet our EL learners’ needs.

Parents will be notified regarding their child’s English Language Development along with ELPAC scores every progress report or every semester and/or as often as needed.

**Services and Supports For English Learners, Including Instructional Strategies and Intervention**
See Section (b) above. Facilitators will have access to ELD assessment results to inform program placement, reclassification, and instruction. iLEAD SFV will use assessment interpretation resources to help facilitators and administrators use learner results to inform English learners and their parents or guardians about learner progress.

iLEAD SFV will provide quality professional learning opportunities for all its educators to ensure that every English Learner has access to facilitators who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards. Professional development focuses on enhancing facilitator’s knowledge of how to teach English learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all ELs can meet the CA ELD Standards. All facilitators are authorized to teach English Learners and receive training in the effective implementation of techniques such as SDAIE and scaffolding. Our EL Coordinator also communicates the specific language needs of our EL learners. Strategies such as front-loading content, using visuals and other means of organizing information, and pairing ELs with more capable peers further ensure learner access to academic content. As noted above, EL learners will have English language tutoring time in small groups three times weekly during the regular ELA period, with focused time devoted to SDAIE strategies incorporated in regular classroom instruction.

**Process for Annual Evaluation of The School’s English Learner Program**

The School Director at iLEAD SFV is responsible for ensuring the quality and success of all instructional programs, and will report to the Board on progress towards academic goals, including serving EL learners. The School Director and Site Directors will conduct regular classroom observations and provides feedback and coaching. In addition, the School Director works with relevant staff annually to review summative data on learner progress, including annual ELPAC scores. This data analysis is followed by conversation and, if necessary, additional staff training. We expect our English Learners to show proficiency in content areas and that our ELs will improve at least one ELD level annually as measured by the ELPAC.

Facilitators are expected to regularly evaluate learner progress by reviewing EL data from formative and summative assessments. Facilitators use the results of this data to change their instructional practices to better serve each learner. In order to document progress, all facilitators will receive an ELD folder for each of their EL learners that is used to monitor individual progress at their targeted ELD level. These folders include the ELD standards by level (Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced). Facilitators use these folders to collect learner work samples, and check of mastery towards each ELD standard.

**Process and Specific Criteria for Reclassification**

EL learner classification uses the 2012 California English Language Development Standards’ three Proficiency Level Descriptors -- Emerging, Expanding, and Bridging -- in conjunction with the more recently approved (2016) ELPAC four Performance Level Descriptors (Levels 1-4).27

The three levels represent the stages of English language development, describing expectations for how well learners can understand and use the English language at each level – knowledge, skills, and abilities

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across a continuum -- as they continue to build on existing language skills and knowledge. (California English Language Development Standards, K-12 (Nov. 2012)²⁸

**Emerging:** Learners at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

**Expanding:** Learners at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

**Bridging:** Learners at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.²⁹

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

- ELPAC scores: between levels 3-4
- NWEA Benchmark scores for English (reading & language): Average or above
- CAASPP English scores of Meet or Exceeds Standards
- Grades: Grades of A, B, or C in English
- Facilitator recommendation
- Parent approval

The EL Coordinator monitors classroom instruction, updates ELD levels in the Student Information System, places ELs according to ELD level, reviews EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, reviews ELD grades to ensure that learners and parents receive updated information of ELD progress at each reporting period, and checks readiness for promotion, reclassification or need for intervention. The EL Coordinator shares the progress and performance of ELs with the facilitators and School Director, working with them to make the final decision regarding progression to the next ELD Proficiency Level.

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

In order to meet the individual needs of each English learner, the EL Coordinator carefully monitors learner performance on both classroom assignments, benchmark assessments and standardized testing.

Learners scoring at the lowest levels of the ELPAC will be provided supplemental English Instruction during dedicated Designated ELD Time, focusing on skills, vocabulary and information that support both their oral and written English language acquisition. The goal is to ensure a quality Integrated and Designated ELD instructional program with the requisite time that enables English Learners to attain English proficiency, achievement of all learning plan goals, and to have full access to the range of educational opportunities that iLEAD San Fernando Valley provides for all learners.

Learners will be monitored in conjunction with the following CA ELD Standards Proficiency Level Descriptors (PLDs). The PLDs describe learner knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors will guide iLEAD SFV facilitators as they provide ELs with targeted instruction in English language development as well as differentiated instruction in academic content areas.30

**Emerging:** Learners at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

**Expanding:** Learners at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.

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

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

Within the PLDs, three general levels of support are identified: Substantial, Moderate, and Light:

- **Overall Proficiency:** A general descriptor of ELs’ abilities at entry to progress through, and exit from the level;
- **Early Stages:** Descriptors of abilities in English language that ELs have at the early stages of the level; and
- **Exit Stages:** Descriptors of abilities in English language learners have at exit from the level.

The descriptors for early and exit stages of each proficiency level are detailed across:

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30 [http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf](http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf)
**Three Modes of Communication:** collaborative [engagement in dialogue with others]; interpretive (comprehension and analysis of written and spoken texts); and productive (creation of oral presentations and written texts); and

**Two dimensions of knowledge of Language:** “Metalinguistic Awareness,” or the extent of language awareness and self-monitoring learners have at the level; and “Accuracy of Production,” or the extent of accuracy in production ELs can be expected to exhibit at the level; English learners increase in accuracy of linguistic production as they develop proficiency in English. Accuracy may vary within a level depending on context, such as extent of cognitive demand or familiarity of task.

English learners will continue to be re-evaluated annually using the ELPAC assessment until such time as they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). iLEAD SFV will set a demanding reclassification target annually. The EL Coordinator will serve as the ELPAC testing coordinator and meets periodically with facilitators to discuss the progress of English learners toward mastery of the CA ELD standards. The EL coordinator will continue to monitor learners who are re-designated as RFEP during a period of two years, by meeting regularly with their facilitators and reviewing their benchmark assessments and standardized testing results to ensure that they are able to keep up with their peers.

**Process for monitoring progress and supports for Long Term English Learners (LTELs)**

LTELs participate in ELD courses in which their academic language and specific academic vocabulary and language structures are developed. Because the needs of LTELs are varied, we will work with our EL Coordinator and classroom facilitators to identify the reasons why a learner has not acquired English at a rate of one level to the next annually (i.e. ELD 1 to ELD 2) and determine the best support system for that learner moving forward iLEAD SFV prioritizes resources (e.g. curriculum for ELD instruction) for LTELs. learners are made aware of their LTEL status and the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

LTELs will receive dedicated ELD instruction during ELD Classes that meet during Learning Lab time (280 minutes weekly), via small groups during ELA, and via online curriculum in order to develop specific academic vocabulary and language structures.

**28. Gifted and Talented Learners and Learners Achieving Above Grade Level**

iLEAD SFV believes in heterogeneous, diverse classrooms in which teachers differentiate learning. At the high school level, we do offer AP and Honors courses for additional challenge for learners who are ready.

High achieving learners are identified by scoring in the advanced range on internally developed standardized assessments, exceeding standards on the CAASPP reading at least one or more years above grade level and achieving mastery in all core courses with a score of 4 or an A. These learners are provided with targeted instruction and enrichment opportunities intended to meet their specific learning needs. Project Based Learning, which is a cornerstone of iLEAD SFV’s educational program, lends itself to differentiation and deeper learning with accelerated pacing. This model has led many gifted and high-achieving learners to choose iLEAD schools.
To ensure high performing learners are provided enrichment, facilitators consistently analyze learner data and performance to inform their instructional focus and promote appropriate opportunities for individualization for all learners. The accelerated pace at which gifted and talented learners acquire information requires flexible pacing strategies such as: skill grouping during direct instruction sessions, curricular compacting, contracting, and credit by examination. Other examples include:

- Using different text levels in independent reading and guided reading instruction
- Allowing learners to follow passions and interests within the project’s driving question (Voice/choice)
- Assigning optional challenge problem
- Vertical enrichment projects aligned to academic learning
- Activities to hone thinking, reasoning, communication and self-regulation skills
- Utilizing technology to personalize learning, allowing learners to work ahead

- Providing alternative and/or extension activities for learners who have already mastered the content being taught;
- Allowing gifted and high achieving learners to work at an accelerated pace;
- Providing opportunities for learners to work in flexible groups with other intellectual peers
- Creating graduated task rubrics and product criteria negotiated jointly by the learner and facilitator;
- Asking open-ended questions, both in the classroom and on homework assignments, that stimulate critical thinking;
- Incorporating a variety of the levels of thinking described in Bloom’s taxonomy – including the higher levels of analysis, evaluation, and synthesis – into lesson content and learner work products;
- Opportunities for leadership roles and mentoring outside of the classroom.

As a result of program differentiation using the strategies just described, the unique learning needs of advanced learners will be met within the regular classroom program. The progress and success of this subgroup of learners will be overseen by the School Director.

29. Learners Achieving Below Grade Level

Learners will be identified as low achieving by multiple measures, including state standardized assessments, in-house benchmarks, facilitator observations, low achievement on curriculum assessments, parent input or LST recommendations. Parents/guardians can track their child’s grades through the Novare online system and can meet in-person with their child’s advisor and facilitators to discuss their child’s needs. Progress reports provide an opportunity to reassess the progress of the learner and the effectiveness of the strategies we have put in place for the learner. At-risk learners are targeted for specific areas of growth by learner goals. The facilitators monitor progress using the multiple measures mentioned for learner who are identified as academically low achieving that do not show progress after the first quarter review. Learners will be recommended to the LST, where appropriate staff will consult for additional interventions and supports, and determine next steps in accordance with our LST process and RTI model detailed above. All data on the progress of low achieving learners is reported to the School Director so that they can monitor the progress of these learners.

Targeted support for learners who are academically low achieving may include:
• Tutoring;
• Focused attention – prepared in consultation with the learner and the parent/guardian, if needed in the context of the LST process, regarding specific strategies and supports;
• Individual contract with the learner detailing clear and achievable responsibilities and benchmarks for the learner to achieve;
• Other program modifications and supports as determined by the classroom facilitator(s);
• More frequent parent-facilitator communication and parent involvement;
• Access to technology at home and school for mastery of target areas of growth (i.e. ST Math, No Red Ink, CMP online, Common Lit, Crash Course History.)

Classroom modifications also may be made to support academically low-achieving learners, including using different materials (visual aids, manipulatives, audio materials), using different methods (reading written material aloud to learner, guided note-taking, visual cues/modeling), differentiated pacing and assignments, environment changes, testing accommodations and more.

30. SOCIO-ECONOMICALLY DISADVANTAGED STUDENTS

iLEAD San Fernando Valley will identify SED students based on free/reduced meal forms at the time of enrollment. Like all other subgroups, school leaders and faculty will monitor the progress of SED students throughout the year by disaggregating test and other assessment data. In addition to learner-centered, data-driven and wellness-focused approach to educating the whole child, particular frameworks are specifically targeted to support SED learners and families.

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

Facilitators and staff receive training on recognizing symptoms and behaviors indicative of a child ‘s need for additional supports, including issues relating to hunger, extreme poverty, and individual families’ challenges to meet their child’s needs. The Learner Success Team will be responsible for identifying learners and families who might need additional resources or supports, including referrals to community service organizations such as Los Angeles County Social Services Agency, 211 Los Angeles County, and/or California Children’s Services. We will connect with local non-profit agencies near each school site for referrals for social services if needed by our families. Parents will be able to drop-off their children starting at 7:30 a.m. and after-care (including tutoring and homework help) will be provided (pending funding) until 6:00, both to best serve our students’ needs and accommodate working families.

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

In addition to ensuring SED students are academically prepared, we will also assist with families in need of school supplies. We will fundraise money to provide families that need assistance with purchasing uniforms or other school supplies like paper, pencils, backpacks, etc. Emphasis on a school community
and the responsibility we have to one another within that community will extend to the parents and families of learners as well. Strong relationships will be built with learners and parents; using a collaborative approach to work with families to address issues that impact family safety and learner progress.

31. STUDENTS WITH DISABILITIES

See District Required Language at the beginning of Element 1.

32. STUDENTS IN OTHER SUBGROUPS

iLEAD SFV will offer a variety of support for students with extraordinary needs, such as foster youth, homeless youth, students dealing with substance abuse, pregnancy and more. Currently, iLEAD operates a small high school program (currently 65 learners) for pregnant and parenting teens (mothers and fathers) in the Antelope Valley. This exceptional program provides evidence-based comprehensive trauma-informed support for these students’ extraordinary needs aimed at building resilience, increasing agency, and fostering academic engagement. In 2017, eight learners graduated from this program; four are now enrolled in two or four-year colleges. Staff from this program will be available to assist and coach iLEAD SFV faculty and staff in supporting these high-needs students.

Our extensive intervention program provides several levels of guidance depending on the needs of the learner. For example, iLEAD SFV’s Counselor and administrators and School Director will collaborate closely with a learner’s wrap around team (social workers, etc.) and ensure close communication with external service providers (as appropriate) regarding a student’s welfare and progress in school. All of this information is communicated to the School Director so that they can monitor the growth and performance of these students.

As detailed above, our LST process and facilitator training will ensure that all students with special needs are promptly identified and provided the supports they need, including referrals for students and their families to outside support organizations.

“A TYPICAL DAY”

“Typical Day” – Sophie, 4th Grade

8:15 AM – ARRIVAL
Sophie arrives at school with plenty of time to transfer items from her backpack to her cubby. Her friends greet her and follow suit. They chat about their weekend and Sophie tells them she came in second in a dance competition.

8:30 AM – ADVISORY
All learners head in to their Advisory classes and form a circle. Sophie chooses to be near the facilitator because she wants to be selected as a helper for the morning. She helps set up the centerpiece and selects a talking piece. They open a Way of Council with a morning stretch, then sit down. Sophie hands the talking piece to her facilitator who welcomes each individual back from the weekend, making a brief compliment to each one, and then provides the morning’s prompt. It is “Share about a time when you recognized that someone’s feelings are hurt.” Sophie recognizes that this is a continuation from last week’s topic about empathy. The talking piece is passed around, and each learner takes a moment to
reflect on a time when they recognized that someone else was feeling sad or angry by someone else’s actions. A few share stories of when they or a friend were bullied. When each learner has had a turn, Sophie shares that the girl who everyone expected to get first at her dance competition came in third, and although everyone told her she did a great job, she cried and left early. Sophie says she felt bad because everyone had put pressure on her to be the best, but sometimes it doesn’t work out that way. Her facilitator thanks her for sharing and they close Council with a clap. The facilitator provides a few announcements, then everyone stands, shakes hands, says “have a good day” to their neighbor, and collects their things for their next class.

9:00 AM – MATH
Sophie arrives early because she likes to have time to complete the warm-up exercise. Today it is a picture riddle. She works at filling numbers in the shapes that make sense. Her friend Leila gets frustrated, so Sophie gives her a hint, but tells her she’s not sure it’s right yet. She works through to the end. The facilitator works with the class to fill in the answers on the board, and Sophie is glad to see her answer is correct. The class then breaks into two leveled groups. Sophie’s group is instructed to work on manipulatives while following along on a worksheet. They use square tiles to make as many rectangles as they can, noting the number of squares across and the number of squares down each rectangle makes. They are guided to make as many rectangles as they can with 12, 16, and 24 squares. When it’s their turn for instruction, they switch places with the other group and talk about math vocabulary. The facilitator asks pointed questions that draw out specific natural language, such as “by” and “of,” and then they apply it to their rectangles. When Sophia is called on, she shares that she made a rectangle with 18 squares, and that she made them using “2 by 9” and “3 by 6.” The facilitator asks what other way we can say that, and Leila answers, “two groups of nine and three groups of six.” Bennett, an impatient boy, announces, “This is just times by!” The facilitator thanks them all for their input and they continue examining other learners’ rectangles using the language of multiplication. The facilitator then extends this thinking into division. “Let’s look at a two by six rectangle.” He shows them how it can be divided into groups, just as they were saying “two groups of six” he shows them it can also be rearranged into four groups of three, or three groups of four, but the total amount of squares remains the same. “This is another way that we use ‘by’,” he tells them. “12 divided by 3 makes 4 groups...” Their homework assignment is to use any “unit” of measure they want (a shoe, a ruler, a toy) to measure a room in their house, and then divide that room into three or four same-size parts and write/draw a diagram using their new vocabulary.

9:55 AM – NUTRITION BREAK
Sophie and Leila meet their third friend outside and eat a snack. They debate whether to join some boys at tag or try their luck in gaga. They choose tag.

10:15 AM – SCIENCE
Sophie returns to class ready for Science, her least favorite subject. The tables are set with a variety of rocks, a few small tools, and iPads. They can sit anywhere for science, so she sits with Leila and one other girl who is very shy. Per their instructions, they use the tools to scratch the rocks and try to determine what type of rock they are (igneous, sedimentary, or metamorphic) based on their observations. They can use the iPads to look up details as needed. To Sophie all the rocks look about the same: blobs of smaller rock inside the hard rock. Leila points out minor differences and uses this “evidence” to explain to Leila and the other girl which type of rock she thinks they are. When they have finished identifying their rocks, the facilitator uses guided questions to ask about how they might use their understanding of different rock formations and rock strata to determine where to find gold. “How much easier would it be if you understood the type of rock where gold is found?” he asks. They talk
about the different types of strata in a mine versus the gravel and sediment that washes down a stream, and relate it to how miners chose their claims, and why some might have been more successful than others. Sophie and her table-mates clean up and put the kits away.

11:10 am – MANDARIN
The Mandarin facilitator arrives and greets the class in Mandarin. The class returns the greeting. The facilitator calls out a few repetitive statements and guides the learners to provide the correct responses until she is satisfied that they are warmed up. She reviews what she expects of them for their language project. They will be creating a model of a form of transportation that was available in the 1840s and using their “travel” vocabulary and structures to describe and label their model. They discuss the role of Chinese immigrants in building the trans-continental railroad systems that brought miners, farmers, residents, and other means of prosperity to California, and how it helped to grow California’s agriculture industry by enabling farmers to sell produce to other parts of the United States. Sophia is excited by all of this because it relates to what she just learned in her humanities lesson. The class practices and makes a word all in English, Pin-yin, and characters for important words relating to trains, transportation, horses, wagons, and other things that they can choose for their project. Sophie loves horses and decides she’s going to talk about the Pony Express in Mandarin, making a horse and rider model.

12:05 PM – LUNCH
Feeling excited about new idea about the Pony Express she joins her friends at their usual lunch table and they talk about what they’ve been doing all day so far. When they are finished eating, they lounge on the turf and play a social game with some other girls.

12:45 PM – ENGLISH & HISTORY
Sophie sits at a table with her pre-assigned Humanities group. They are instructed to read and review the materials at their table, summarize the theme or main idea and details, and create a poster with a pictoral representation or comic strip depicting the setting, actions/plot, and resolution. They will then present their poster. While presenting, they will be asked questions about the author’s intent in writing the story, and whether or not they agree with the outcome. Their table is pre-set with a variety of graphic organizers, poster paper, markers, pencils, writing paper, and a leveled article from NewsELA.com about the impact of immigration on California during the Gold Rush. Although her team has some difficulty keeping on task, the group of four manages to get their poster done according to their assigned roles. Although Sophie is not the “recorder” (writer) for this week, she helps the boy who has that role formulate the group’s ideas into strong sentences to write in their summary. Her job is to keep everyone on task and on time (facilitator role) and she does a lot of prodding to get her teammates to draw their pictures representing three main details about immigration. When they present, it is a challenge for Sophie not to give all the answers for the group; her role is to make sure everyone helps with the presentation. So she tries to anticipate some of the questions and discusses them with her group before they present. Other groups have variations of the topic, and Sophie makes a connection between one group’s topic of staking claims with the math they learned, because they are using the same math language. Her group is asked if what they learned about immigrants is relevant to today’s California, and they are assigned to do a little research and come up with at least four similarities to immigrants in California today, based on what the author intended.
2:35 PM – ELECTIVE
Sophie is fired up about learning today, and she is glad to go to Contemporary Art where she can work with the facilitator to help her find art that relates to her project. She checks out an iPad and looks up art by Norman Rockwell and other contemporary artists, and also finds many older depictions of horses, messengers, and depictions in Chinese. Her facilitator helps her focus on finding contemporary Chinese art so that she can make her Mandarin project not just about a horse and rider but authentic to Chinese culture.

3:30 PM – DISMISSAL
Sophie rushes to her cubby to rearrange and prepare for tomorrow, grabs her assignment folder, and waits with her friends on a bench for their parents to pick them up. Sophie tells her friends how excited she is about the Mandarin project. Leila complains that she doesn’t know what she wants to do, and Sophie gives her some suggestions. Sophie’s mom arrives in the carpool lane, and they hug their good-byes for the day.

“Typical Day” – Bennett, 10th Grade

7:50 AM – ARRIVAL
Bennett is glad it’s Thursday and arrives on campus with a little more energy than he’s had all week. He hangs out with his friend Taylor talking about Taylor’s bad experience with a griefer on Call of Duty the night before, and Bennett wonders aloud how he has time to play games on a weeknight at all. Biology is kicking his butt! At the last minute they hustle to their lockers and get their Advisory journals and math books.

8:00 AM – ADVISORY
Bennett isn’t comfortable talking about his feelings around his peers, so he’s relieved that today they are doing a team-building activity that involves solving problems. They sort into small groups and work at a puzzle that forms four identical spear-heads. However, they are instructed to make five spear-heads using only what they have. Bennett and his group play with the shapes an a variety of ways, and when he looks around, he realizes nobody is getting it. The facilitator offers a hint to “look between the shapes” which Bennett finds just as confusing, but one of his teammates starts to think differently. They discuss for a minute what it means to “look between.” They form their four spear-heads into different patterns to try to make a spear-head in the middle of them. It takes a lot of communicating, collaborating, and sharing ideas, but they shout with joy when they are the first to get it.

8:45 AM – A BLOCK: GEOMETRY
Bennett doesn’t have to change classes this period because his advisor is also his Geometry facilitator. And he realizes it is no coincidence that they did the geometry-related puzzle in Advisory, and he now has an advantage. They work on a lesson about proving congruent triangles using the SAS postulate. Bennett feels like his head spins sometimes but the straight-forward logic is not difficult to follow. He thinks about how the “middle” (empty) spear-head had been “congruent” to the other spear-heads when arranged correctly. He focuses on following the example on the board and working out the problem in front of him. Someone else gives the answer and he realizes he missed a step, but that’s okay because in the next problem he’ll make sure he doesn’t miss that step. As they work on individual problems for the last 20 minutes of the period, some of the other learners solicit help from peers and from the facilitator. Bennett has only a few left for homework.

10:40 AM – D BLOCK: BIOLOGY
Bennett moves quickly to his locker and then to his Biology classroom while eating a quick snack of almonds. The Biology facilitator hands everyone a colored card as they enter, and they form into groups based on color. They are doing a lab with stations and each group goes to one of the stations. Bennett starts at a station in which there are straws in cups filled with colored liquid. In his science journal he writes a prediction and then his observations as he and his group follow the procedures. They move to the next station in which there are napkins and cloth of different thicknesses and shallow trays of colored paper. They make predictions and then follow the procedure and write their observations. They move to a third station, and do the same. As there are only three stations, they are finished, so they sit down. The facilitator leads a short discussion about how their information relates to biological organisms, the proper function of tissue, and so on. Bennett can sort of see how the tissue represented osmosis and the straw represented something like an artery. Each of their groups then works together to develop a model of an organism or part of an organism and show how these three delivery systems can be represented in something like nutrient uptake. Bennett mostly follows the lead of the others in his group, doing his best to follow along as they sketch out their model of photosynthesis and the parts of a plant. Their system, however, is missing one of the components so they switch to the cellular level and use that. Bennett understands better as they change models because he now has two examples. They quickly complete their model and color it in, label it, and present it to the class. Bennett is relieved that he made it through and learned something, and he hopes he remembers it when he does his textbook-based homework tonight.

12:30 PM – LUNCH
Bennett meets Taylor and some other friends. They hang out on a grassy spot in the shade, joined by a few girls. They spend more time talking than eating, then clean up.

1:15 PM – FOREIGN LANGUAGE
After lunch, Bennett goes to his locker and gets what he needs for his Mandarin class. He finds Mandarin somewhat easy, because it’s easy to practice with his friends, but he has trouble remembering words that are not used often. He enters class to find out he has a pop quiz on the food/meal vocabulary they have been learning, and he feels disappointed. However, the quiz is actually fun and fairly simple, and is more of a warm-up, so he does all right. They choose partners and use the language to role-play situations in restaurants. His partner is a girl and she is very outgoing, so he makes a lot of jokes (in Mandarin) to keep from feeling embarrassed, and it makes the class laugh. They have some fun with it and then review the structures they are learning, and do some exercises in writing in their Mandarin journals.

2:35 PM – ELECTIVE 1
Bennett’s favorite time of day is Digital Photography class. It is mellow and creative, and doesn’t require intense memorization and learning like his core classes. He has a lot of freedom to choose what to photograph, as long as it fits within the theme of the assignment. Right now the theme is patterns, and he has been thinking about how he can apply this to sports or something “not so obvious.” They review and critique some of the kids’ work, but his isn’t due until next Tuesday, so he just takes mental notes about what not to do. He is sure there will be a lot of sports going on this weekend, such as his brother’s soccer game. He looks forward to getting a lot of photos and looking for patterns that he can capture that will be different and creative.

3:50 PM – DISMISSAL
Bennett says good-bye to his friends and walks home, glad to be done with the day. He has about an hour before he goes to his Crossfit workout where he meets some of his friends from middle school.
After his workout he’ll finish his homework and work on his personal project. Tomorrow (Friday) he has A and B blocks (Global Studies and English Composition) so he has some prep work to add to his evening list.
ELEMENT 2: MEASURABLE PUPIL OUTCOMES AND ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)

Measurable Goals of the Educational Program

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

Standardized Testing

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Please see Element 1, Section D.5, The Requirements Of California Education Code §47605(B)(5)(A)(ii).

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Please see Element 1, Section D.5, The Requirements Of California Education Code §47605(B)(5)(A)(ii).
MEASURING PUPIL PROGRESS TOWARDS OUTCOMES: FORMATIVE ASSESSMENT

As detailed in Element 1, iLEAD SFV will utilize diverse assessments that are aligned with the curriculum and instructional program, and compliant with state expectations. Assessments will be administered according to the assessment cycle below. Students also participate in state testing including the CAASPP, new NGSS-aligned California Science Test (CAST), California Alternative Assessment (CAA) and ELPAC as applicable, and the California FITNESSGRAM. Publisher and facilitator-designed quizzes, tests, rubrics for written and project work, and other formal and informal assessments will be continuously used to inform intervention and differentiation as appropriate.

iLEAD SFV will implement the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) as the internal assessment system to measure learner academic progress in ELA and Math at the beginning, mid-point and end of the year. The NWEA MAP provides each learner with an individualized RIT (Rausch Unit) score and projected growth target based on learners with similar backgrounds and school sites. These projected growth targets are developed using a pool of over 10 million learners. While not all learners in the pool match the school’s learner population, the pool is large enough that learners are represented. The data is able to project an accurate individualized RIT growth for every learner. NWEA successfully proposes realistic growth projection based on similar learners in similar schools. This level of specificity helps accelerate learner learning by engaging learners where they currently are academically with clear goals and expectations of what each learner needs to do to achieve their RIT projection. The Learner Growth Summary Report will help us see learners’ growth over time. Throughout the year, benchmark student achievement data from NWEA MAP will be analyzed among the school faculty during pupil-free professional development days.

In 9th grade, students begin participation in the College Board’s PSAT 8/9 program, providing individualized data and support as they move towards college readiness and success on the PSAT/NMSQT and SAT in 10th-12th grades, respectively.

State Assessments

<table>
<thead>
<tr>
<th>Test</th>
<th>Grade(s)</th>
<th>Subjects</th>
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<tbody>
<tr>
<td>CAASPP/ SBAC or CAA</td>
<td>3-8, 11</td>
<td>Reading, Mathematics</td>
<td>Locally</td>
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<tr>
<td>High School Exit Exam</td>
<td>12</td>
<td>All Subjects</td>
<td>Locally</td>
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<tr>
<td>California Science Test (CAST)</td>
<td>5, 8, 10</td>
<td>CA-NGSS Science</td>
<td>Locally</td>
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<td>ELPAC</td>
<td>K-12</td>
<td>English Proficiency</td>
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National Assessments

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<tr>
<td>Advanced Placement Exams</td>
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<td>specialized setting,</td>
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<td>during school hours</td>
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<td>ACT</td>
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<tr>
<td>PSAT/NMSQT</td>
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Tri-Annual National Formative Assessments

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<tr>
<td>NWEA MAP Assessment</td>
<td>K-12</td>
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<td>Locally</td>
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<td>NWEA Interim Science</td>
<td>3-9</td>
<td>Science</td>
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<td>Writing Assessments</td>
<td>K-12</td>
<td>Language Arts</td>
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### Local Assessments

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<tr>
<th>Fountas &amp; Pinnell Reading Benchmark</th>
<th>K-8</th>
<th>Reading, Mathematics</th>
<th>Locally</th>
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<tr>
<td>Words Their Way Spelling Inventory</td>
<td>K-8</td>
<td>Language Arts</td>
<td>Locally</td>
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<td>Dolch High Frequency Sight Words</td>
<td>TK-2</td>
<td>Language Arts</td>
<td>Locally</td>
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<td>Subject-Specific Summative Assessments by Unit</td>
<td>TK-12</td>
<td>All subjects</td>
<td>Locally, as needed</td>
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<tr>
<td>iLEAD Academic Rigor Rubric (summative, reflective, by Unit)</td>
<td>TK-12</td>
<td>All subjects</td>
<td>Locally, as needed</td>
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<tr>
<td>Formative and summative assessments by subject</td>
<td>TK-12</td>
<td>All subjects</td>
<td>Locally, as needed</td>
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</tbody>
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### DATA ANALYSIS AND REPORTING

Administrators and facilitators will regularly analyze student data to identify strengths and weaknesses and create action plans for instruction and determine areas for intervention. This analysis will be done for individual students, as well as subgroups, whole classes, grade levels and schoolwide to help fuel continuous improvements at every level. Student achievement data obtained from standardized assessments will be disaggregated annually to clearly identify the academic performance of students by statistically significant sub-groups (e.g., by ethnicity, gender, ELs, SED and SpEd students) to determine achievement of goals and ensure ongoing growth. Additional internal assessments, such as facilitator-created, publisher and online assessment tools, will be analyzed individually by facilitators and in collaborative groups during weekly planning in order to target student needs, identify program strengths and gaps, and to plan adjustments to students’ ILPs, playlists and subsequent instruction.

iLEAD will use a Student Information System such as School Pathways, where all learner data including learner achievement results will be kept and maintained. iLEAD SFV will be held accountable to iLEAD Education lead staff and the CCC1 Board of Trustees for meeting state and federal measurable learner outcomes within a performance-based accountability system. iLEAD San Fernando Valley will participate in all state-mandated testing (CAASPP, ELPAC, CAST, PFT), will develop an annual SARC Report, administer Report Cards, hold Learner-Led Conferences and hold Local Control Accountability Plan (LCAP) meetings as methods to inform all stakeholders of the school’s performance. Parents/guardians are able to participate and provide input in the school’s educational program. iLEAD SFV will use accountability data as a means of evaluating the effectiveness of, and need for, new program initiatives.

At governing board meetings, the School Director will present information and data related to enrollment, attendance, learner achievement, professional development, and issues pertaining to the school. Facilitators will collect, analyze and report learner performance to learners, parents/guardians and in Professional Learning Communities (PLC). Learner achievement data and data findings from samples of learner work will be continuously used by facilitators to monitor and improve the school’s educational program. iLEAD San Fernando Valley utilizes a data protocol format consisting of monthly meetings where grade level teams meet with the site administrator to review data and goals for their
learners. These meetings keep the School Director informed and in turn keep the board informed about progress made towards reaching goals.

The faculty meet weekly, as a whole group, as grade level teams and as departments. This time is used to discuss student trends, analyze data, and receive professional development around intervention strategies. Additionally, iLEAD SFV will have 9 pupil free days of professional development, scheduled in October, January, March, and April each year. These were placed intentionally, in order to provide facilitators time to incorporate the data they have received in the first and second quarters into their instruction. This time is also used to provide whole faculty professional development on learning strategies. The School Director will participate in grade level meetings and provide professional development in support of programmatic needs.

School leaders and the Board will review student achievement data and other metrics (attendance, behavior, survey results, etc.) to assess whether iLEAD SFV is meeting its annual goals and what additional resources or changes may be needed to ensure the school’s success. Through individual report cards, school newsletters/website, Board meeting agendas and minutes and other “official” documents (the LCAP, SARC, etc.) the school will distribute information about the school’s progress, successes and challenges to all stakeholders.

The School Director will monitor the progress of all subgroups (particularly language learners and special education students), and patterns of academic achievement that may indicate declining progress or inequitable outcomes among different sub groups; the School Director will gather data on the progress and performance of all of the every five weeks. Any problematic data trends will be directly addressed through meetings with individual facilitators, and through the examination of policies or curriculum that may be contributing to declining achievement or inequities.

Data review also will be used by school leaders to assess facilitator efficacy in real-time, ensuring that facilitators who are struggling to achieve intended outcomes in specific subject areas, or with specific students, receive targeted training, support and professional development to improve their teaching practice.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

Reporting learner progress will be a continuous process. iLEAD SFV will use a semester reporting system that gauges the progress of each learner in meeting the school’s curricular standards.

TK-8

In TK-8, iLEAD San Fernando Valley will use a standards-based grading policy as opposed to the traditional letter grades. Instead of an overall A, B, C, etc., students receive an “Exceeds Goals (EG)”, “Met Goals (MG)”, “Approaching Goals”, or “Not Yet” on each individual learning goal (or standard).
These grades give learners, parents, and facilitators the opportunity to specifically identify where the child is excelling and where they need extra assistance. By doing this, the facilitators are able to both fill in gaps in learning and push learners who have already met the standard to an even higher level of learning. This approach also helps learners identify which learning goals (or standards) they have met and which standards they need extra help in order to meet. This empowers students to “own” their learning experience. Parents will also know exactly which areas they can help their child with at home so that they can assist their child in meeting his/her learning goals. This empowers meaningful conversations between parents and facilitators as well. It helps everyone be on the “same page” when it comes to each learner’s learning.

Facilitators also write a detailed narrative for each core subject which provides a wealth of information about the learner’s strengths and areas of growth. The narratives give parents a picture of what the student has accomplished during the term and what she may need to work on in the future. Narratives offer evidence that lets the parents know how you view their child as a person, a classmate, and a student, in addition to what the student achieved during the term.

9-12
At the high school level, standards-based grading will similarly document competencies in accordance with defined objectives for each discipline. Specific skills and concepts will be articulated for mastery in each course and each term, thereby ensuring that students understand what is expected of them.

Progress will be reported using the following grading system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>4/A</td>
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**Assessment Legend**

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>Exceeds Goals</td>
<td>Consistently grasps, applies and extends key concepts, processes, and skills to greater depth than presented</td>
</tr>
<tr>
<td>Meeting Goals</td>
<td>Grasps and applies key concepts, processes, and skills</td>
</tr>
<tr>
<td>Approaching Goals</td>
<td>Inconsistently grasps and applies key concepts, processes and skills</td>
</tr>
<tr>
<td>Not Yet</td>
<td>Not yet grasping key concepts, processes, and essential skills</td>
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<tr>
<td>EG</td>
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<td>MG</td>
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<td>NY</td>
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variety of books, tools, and materials. Demonstrates originality, initiative, and independence. Uses a well-developed vocabulary.

3/B At Standard Performance surpasses a basic level of competency attainment, understanding, and skill, and indicates an ability to integrate and apply information. Regularly meets standards by exhibiting these behaviors: Is thorough and accurate. Has knowledge and understanding of the subject areas standards. Can draw information from a variety of sources. Can utilize problem-solving skills. Has good working vocabulary in subject area.

2/C Approaching Standard Performance reflects a basic level of competency attainment, understanding, and skill. Developing thoroughness and accuracy. Has a developing knowledge of the standard. Uses an adequate vocabulary.

1/D Below Standard Performance meets expectations for a basic level of attainment for some competencies and understanding of some content. More time, practice, effort is needed to meet subject standard. Frequently requires assistance.

0/F Performance does not meet expectations for a basic level of competency attainment and understanding.

Retention Policy
iLEAD SFV recognizes the seriousness of altering the normal progress of a student from grade to grade, and encourages interventions designed to address specific academic needs. The decision to alter that progress needs to consider information from a variety of sources, including parents, facilitators and the learner. If a learner is not making adequate progress and becomes a candidate for retention, the school will notify the parent in writing and will also contact the child’s parent by phone. Before March 1 of the current year, a Learner Success Team meeting will be held concerning possible retention. An interpreter will be provided for parents whose native language is not English. In all cases, parents will be encouraged to remain involved throughout the process. If a decision to accelerate or retain a learner is made, a Grade Level Adjustment Form must be completed. The decision to retain a learner is a joint decision between the Learner Success Team, parents and the Site Director. If a consensus cannot be reached, the final decision resides with the School Director.
ELEMENT 4: GOVERNANCE

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(b)(5)(D).)

General Provisions

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

Legal and Policy Compliance

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.31

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm’s length.

31The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.
or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm’s length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

**Title IX, Section 504, and Uniform Complaint Procedures**

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

**Responding to Inquiries**

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.
If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School’s public funds shall be subject to all necessary and appropriate District charter school oversight.

Notification of the District

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

Student Records

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student’s complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

Parent Engagement

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child’s admission, continued enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

Federal Program Compliance

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary
to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

GOVERNANCE STRUCTURE

iLEAD San Fernando Valley shall be operated by iLEAD California Charters 1, a California nonprofit public benefit corporation. iLEAD California Charters 1 is operated in accordance with its Articles of Incorporation on file with the California Secretary of State and Bylaws adopted by the Board of Directors (“Board”). iLEAD California Charters 1 received recognition of its tax-exempt status under section 501(c)(3) of the Internal Revenue Code from the Internal Revenue Service in 2016. As a California nonprofit public benefit corporation that is tax-exempt under section 501(c)(3) of the Internal Revenue Code, iLEAD California Charters 1 does not and cannot operate for the benefit of any private individual or group of individuals.

On December 1, 2016, iLEAD California Charters 1 amended its Bylaws to identify iLEAD Education, a separate California nonprofit public benefit corporation, as its member pursuant to Corporations Code section 5056. iLEAD California Charters 1 operates separately and independently from iLEAD Education as there are no overlapping board members between the two entities. iLEAD Education provides no services to iLEAD California Charters 1 or its schools, and no funds or assets will be paid by iLEAD San Fernando Valley to iLEAD Education. In the event that the Los Angeles Unified School District objects to this corporate relationship, iLEAD California Charters 1 will seek to terminate the membership of iLEAD Education. iLEAD California Charters 1 acknowledges that such an amendment to its Bylaws, to remove its member, would be considered a material revision to the charter school’s governance and organizational structure that requires Los Angeles Unified School District Board of Education approval.

iLEAD San Fernando Valley will be governed by the iLEAD California Charters 1 Board in accordance with California’s Charter Schools Act, the Nonprofit Public Benefit Corporation Law, the corporation’s Bylaws and the terms of this charter. iLEAD San Fernando Valley will comply with conflict of interest laws including Govt. Code 1090 and Political Reform Act.

1. ORGANIZATIONAL CHARTS

iLEAD California Charters 1
2. MAJOR ROLES AND RESPONSIBILITIES

The Board of Directors is responsible for overseeing the activities and affairs of iLEAD San Fernando Valley, which includes, but is not limited to, fulfilling the following specific duties:

- Ensure iLEAD San Fernando Valley meets its mission and goals;
• Monitor student achievement to ensure progress toward fulfillment of the mission;
• Hire, supervise, and evaluate the School Director;
• Approve contractual agreements in accordance with Board policies;
• Approve and monitor the school’s annual budget, budget revisions, financial reports, and monthly cash flow statements;
• Act as a fiscal agent, which includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of Schools;
• Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
• Establish committees as needed;
• Participate in fundraising to support the Charter School;
• Remove any Director or Officer in accordance with the iLEAD California Charters 1 Bylaws;
• Ensure that there is a designated President, Secretary and Treasurer of the corporation;
• Engage in ongoing strategic planning;
• Approve the schedule of regular Board meetings;
• Participate in the dispute resolution procedure and complaint procedures when necessary;
• Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
• Approve annual independent fiscal audit and performance report;
• Appoint an administrative panel to take action on recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which iLEAD California Charters 1 was established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it, and may delegate to an employee of iLEAD San Fernando Valley or to a committee any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, the adoption of Board policies, or any duties that may not be delegated by law. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:
• Be in writing;
• Specify the entity designated;
• Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
• Require an affirmative vote of a majority of Board members.

The iLEAD California Charters 1 Board of Directors receives annual training on Board member responsibilities, including, for example, Brown Act training.

CEO, ICC1
The CEO will serve as the instructional and operational leader of the Charter School and oversee all instructional and administrative staff at the school site. The CEO will recruit, hire, supervise, evaluate, train, discipline and terminate all school site staff in accordance with Board policies and employment contracts; provide leadership for and facilitate collaboration with all stakeholders on identifying goals.
for student achievement; assess progress toward meeting the goals; provide guidance, supervision, and assistance in instructional practices and curriculum and assessment development that is standards-aligned and responsive to the needs of the students. Additional details are provided in Element 5.

School Director
Reporting to the CEO and the iCC1 Board, the School Director serves as the educational leader, responsible for managing and implementing policies, procedures, educational programs and curriculum activities to ensure that all learners, administration, and staff are supervised in a safe and healthy environment that supports the mission and vision of iLEAD SFV. The School Director will work collaboratively and establish strong, positive and effective relationships with all members of the school and communicate effectively with families and community.

iLEAD Schools Development will provide certain tailored educational services and consulting to iLEAD California Charters 1 for iLEAD SFV. iLEAD Schools Development is a separate, independent California nonprofit public benefit corporation, and iLEAD California Charters 1 shares no common directors with iLEAD Schools Development. iLEAD Schools Development also provides educational services and consulting, as well as back office services and payroll, to iLEAD Hybrid, which is a separate public charter school operated by iLEAD California Charters 1, as well as SCVi and iLEAD Lancaster. iLEAD Schools Development will not provide back office services or payroll for the iLEAD San Fernando Valley charter school. Instead, iLEAD California Charters 1 has contracted with Charter Impact, a respected back-office services provider for more than 60 California charter schools, for iLEAD San Fernando Valley’s back office services and payroll.

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

iLEAD SFV will be governed by the Board of Directors of iLEAD California Charters 1. The Directors’ primary roles and responsibilities will include, without limitation, establishing and approving all major educational and operational policies, approving all major contracts, approving the school’s annual budget, and overseeing the school’s fiscal affairs.

The Board of Directors will be supported by a qualified administrative team which will implement the provisions of this Petition/Charter, the policies adopted by the Board, and day to day operations.

The Board of Directors is guided by the Bylaws of iLEAD California Charters 1. The Board will have no less than three (3) and no more than five (5) Directors, unless changed by an amendment to the Bylaws. All Directors are selected by the member to serve renewable one-year terms. Directors will be selected, whenever possible, from the general community and with skills and expertise beneficial to charter school governance, including expertise in education, law, finance, non-profit management, and more. Currently, two of the five ICC1 Directors are parents of iLEAD students.

Board Training and Sustainability
The iCC1 Board receives annual appropriate training and educational opportunities, both as a full Board and individually. Such training experiences may include full Board training sessions with legal counsel or other experts familiar with public school governance and/or training sessions with charter school governance experts, and may include topics in Conflicts of Interest laws and rules, the Brown Act, charter school finance, monitoring learner achievement, and roles and responsibilities of the Board. Board and staff members may also attend trainings and conferences, with topics such as facilities, policy development, governance, team building, fundraising, measuring school and learner success, and other
best practices. Training and education for new Board members are also critical to ensure that these new members fully grasp their responsibilities as Board members and develop the requisite expertise in public school oversight and monitoring to be effective. New Board members go through an initial orientation and attend supplemental training sessions in areas of school oversight where they lack experience and/or knowledge. The school maintains in effect general liability and directors errors and omissions insurance policies.

GOVERNANCE PROCEDURES AND OPERATIONS

The iCC1 Board meets quarterly; additional meetings are called as necessary. All meetings of the Board of Directors and Board committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"), Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the California Government Code). Board and Board committee meetings will be held within the boundaries of LAUSD on a rotating basis between the different schools governed by iCC1, typically at one of the school sites, with telephonic participation available within the requirements of the Brown Act. Directors may participate in a meeting through use of conference telephone, or other electronic transmission, in compliance with the Bylaws and the Brown Act so long as:

1) Each Director participating in the meeting can communicate with all of the other Directors concurrently;
2) At a minimum, a quorum of the Board shall participate in the teleconference meeting from locations within LAUSD’s jurisdiction;
3) All votes taken during a teleconference meeting shall be by roll call;
4) If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
5) All locations where a Director participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
6) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and
7) Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

The agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3 at each teleconference location.

Agendas for regular meetings will be distributed to each member of the Board and will be posted near the entrances of the Charter School, at the entrance of the Charter School’s main office, and on the Charter School’s website for public viewing at least 72 hours in advance of scheduled meetings. The schedule for regular Board meetings will also be included in the school’s monthly calendar that will be distributed to all parents at the school. Agendas for special meetings will be posted in the main office, at the primary entrance to the Charter School, and on the Charter School’s website at least 24 hours prior to the meeting. Minutes of each meeting will be kept in the Board Book located in the corporate records and available for review by the public.

A majority of the authorized Directors then in office constitutes a quorum. All matters shall be decided by the vote of a majority of Directors present at a meeting duly held at which a quorum is present, and
every such act or decision shall be the act of the Board, unless a greater number is required by the California Nonprofit Public Benefit Corporation Law or by the Articles of Incorporation or Bylaws.

iLEAD California Charters 1 has adopted a conflict of interest code that complies with the Political Reform Act. The Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics including Conflicts of Interest and the Brown Act.

STAKEHOLDER INVOLVEMENT

Parents will be involved in decision-making in regard to the overall school program in the following ways:

- Parent representation on the iLEAD San Fernando Valley Advisory Councils at each site. The iLEAD San Fernando Valley Advisory Councils at each site will include parent, facilitator, and student representatives which will meet monthly to advise the School Director on school policies, resource allocations and other matters, and assist in the development of the School Safety Plan and annual LCAP. Community recommendations will be shared with the community and leadership in March, as these will be used to develop the LCAP and annual update. The iLEAD San Fernando Valley Advisory Councils intends to have a minimum of 12 members, consisting of 50% parents and students and 50% consisting of facilitators and other school personnel. In the second group, the majority of representatives must be facilitators. Members of the iLEAD San Fernando Valley Advisory councils may be nominated by completing a parent, student or facilitator nominating form. At a designated time at the beginning of each academic year, the community may vote for their representatives. The Site Directors are also a member of the iLEAD San Fernando Valley Advisory Councils. The Councils are advisory in nature, with decision-making authority retained by the School and Site Director and Board of Directors. As needed, Council representatives will make presentations and recommendations to the Board of Directors.
- Parent participation in the school’s English Learner Advisory Committee (ELAC), as applicable (if iLEAD San Fernando Valley enrolls 21 or more EL students).
- Parent attendance at Board meetings and engagement in the annual goal setting and reflection process for the annual LCAP.
- Parent completion of annual surveys, with incentives offered to generate full participation.

Parents shall play a vital role in the educational program of iLEAD San Fernando Valley. The process begins with an orientation upon enrollment in which parents are informed about all aspects of the school’s governance, its educational model and curriculum. The orientation also allows parents to ask questions and thereby ensure their complete understanding of our innovative school model. In order to maximize parent understanding and involvement, the school schedules regular tours, orientations and subsequent parent meetings in deference to parent schedules. Regular parent meetings are held to keep parents abreast of school developments, successes and challenges and gather input to inform governance of the school. Parent involvement is also encouraged through family centered service learning opportunities and seminars focusing on topics such as parenting, grand parenting and co-parenting. The goal is meaningful parent involvement in the school and the learner’s goals and progress and not just the circulation of information.
While all parents will be encouraged to volunteer to support the school and help foster a strong community, no child will be excluded from the school or any school activities due to the inability of his or her parent or legal guardian volunteer, and parental involvement is not a requirement for acceptance to, or continued enrollment at, iLEAD San Fernando Valley.

In addition, iLEAD San Fernando Valley will strive to ensure frequent and comprehensive home-school communications. iLEAD San Fernando Valley will use a variety of means to communicate effectively with parents, including, but not limited to:

- Use of the Novare platform to communicate academic progress
- iLEAD San Fernando Valley Website (i.e. school events, parent meetings, board meetings/agendas/minutes, college workshops, internship opportunities, important testing dates, school calendar)
- Weekly newsletter available as email and hardcopy
- Monthly coffee meetings with the School Director
- Parent and Learner picnic and Orientation for all families in August, prior to the school start
- Formal report or progress at the end of each semester
- Parent/Facilitator/Learner Conferences at the start of the year to create ILP
- Parent/learner/Advisor Conferences at the end of Fall Semester.
- Parent/learner/Advisor meeting in the Spring semester to discuss advancement to the next grade level, course schedule for the next year, and plans for credit recovery if needed
- Grade level family meetings to discuss topics specific to that class. These may include upcoming field trips, school events and other activities.

Parents and students will be invited to monthly meetings that will include topics such as:

- Supporting your child’s ILPs
- 7 habits of Highly Effective Families
- Safe surfing - Internet safety for your children
- Bullying
- Understanding the Teen Brain
- Growth Mindset
- Ways of Council in the Home
- The Behavior Spiral: Changing the Dynamic in Your Home
- College Readiness: PSAT, SAT, ACT; UC/CSU A-G and More
- Preparing for the College Application Process
- Navigating Novare
- FAFSA Help Session

As detailed in Element 1, the Charter School will engage all stakeholders annually in the development and adoption of the LCAP, including review of progress, goal-setting, and resource allocation.
ELEMENT 5: EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(b)(5)(E).) 

Equal Employment Opportunity

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA and Credentialing Requirements

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

iLEAD San Fernando Valley will follow all applicable provisions of the law. The School shall be nonsectarian in its programs, employment practices, and all other operations. It shall not discriminate on the basis of the characteristics listed in Education Code section 220 (actual or perceived 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 or association with an individual who has any of the aforementioned characteristics).

All staff must possess experience and expertise appropriate for their positions. Employees are expected to conduct themselves at all times in a manner consistent with the highest standards of personal character and professionalism with learners, parents/guardians, prospective parents/guardians, co-workers and the community.

HOME OFFICE LEADERSHIP AND SUPPORT

All of iLEAD’s schools in California and Ohio have been founded by iLEAD’s co-founders, Dawn Evenson and Amber Raskin. Dawn Evenson is CEO of ICC1 and oversees the instructional program at iLEAD SFV. Amber Raskin is CEO of iLEAD Schools Development, which will provide certain tailored services and consulting to ICC1 for iLEAD SFV on a contracted basis. iLEAD Schools Development’s CEO and staff (iLEAD Schools Development currently has approximately 40 staff members) are able to provide comprehensive support, training and coaching, as contracted by the school. iLEAD Schools Development is a separate, independent California nonprofit public benefit corporation, and ICC1 shares no common directors with iLEAD Schools Development.
CEO, ICC1

Duties and responsibilities

Educational Program Management
- Embody, advocate for, and execute on the mission, vision and strategic direction of iLEAD Schools.
- Oversee the development and implementation of a comprehensive and rigorous academic curriculum serves the needs of all of iLEAD's students
- Monitor and analyze student performance data and prepare reports.
- Outreach to community and school district about the iLEAD model and develop support systems.
- Foster teacher leadership and shared decision making.
- Facilitate teacher leadership for professional development, staff/teacher meetings, and instructional planning meetings.
- Ensure educational and regulatory compliance at all governmental levels.
- Explain and clarify information received from various agencies including California Department of Education, State Board of Education, and California Charter School Association.
- In conjunction with staff, develop and implement discipline policies.

Communications Management
- Establish and maintain professional and cooperative working relationships with all stakeholders: parents, students, staff, neighbors, and partners.
- Maintain a visible and accessible presence to the school community.
- Advocate for iLEAD Schools in the greater community and with the media.
- Communicate issues, concerns, and needs to the Board of Directors.
- Represent iLEAD Schools at district and county administrative meetings and other meetings as requested by the Board of Directors.
- Maintain frequent and regular communications with families through a newsletter, school website, one-on-one meetings, etc. as appropriate.
- Outreach and marketing for the purposes of maintaining enrollment and development.

OTHER RESPONSIBILITIES:
- Provide ongoing support and actively collaborate with all iLEAD Schools leaders and employees to ensure that the mission, vision, values and philosophy of iLEAD Schools is clearly understood and carried out.
- Follow and actively participate in development of all iLEAD Schools guidelines, policies and procedures.
- Perform other responsibilities as defined by the iLEAD Schools Executive Team.

Required Qualifications
- Bachelors degree required; advanced degree preferred.
- Valid California Administrative Credential (preferred).
- Minimum of three years teaching experience.
- At least four years of experience as a senior leader or executive director of a mission driven organization and ability to demonstrate a strong track record of success in the role.

CEO, iLEAD SCHOOLS DEVELOPMENT

Duties and responsibilities

Communications Management
- Establish and maintain professional and cooperative working relationships with all stakeholders: parents, students, staff, neighbors, and partners.
Represent iLEAD Schools at district and county administrative meetings and other meetings as requested by the Board of Directors.

**Operations Management/Supervision**
- Develop school office procedures, methods and practice.
- Ensure compliance with all applicable laws and regulations including, but not limited to, financial, record keeping, and employment.
- Supervise day-to-day operations of the school.
- Responsible for overall vendor management including, but not limited to payroll, facilities, contractors.
- Manage recruitment and selection of staff.
- Supervise staff and foster positive, collaborative working relationships.

**Fiscal Management**
- Develop annual budget in collaboration with the CFO.
- Manage budgets and make recommendations to the iLEAD Schools Board.
- Work with the Board of Directors to set economic objectives, financial and accounting policies, and other fiscal policies and practices as necessary.
- Provide financial reports to the Board, the County, and other agencies as mandated by law.
- Arrange for annual audit with an outside independent auditor to ensure the soundness of iLEAD Schools finances.

**OTHER RESPONSIBILITIES:**
- Provide ongoing support and actively collaborate with all iLEAD Schools leaders and employees to ensure that the mission, vision, values and philosophy of iLEAD Schools is clearly understood and carried out.
- Follow and actively participate in development of all iLEAD Schools guidelines, policies and procedures.
- Perform other responsibilities as defined by the iLEAD Schools Executive Team.

**Required Qualifications**
- Bachelors degree required; advanced degree preferred.
- At least four years of experience as a senior leader or executive director of a mission driven organization and ability to demonstrate a strong track record of success in the role.
- Strong business acumen with an understanding of business implications of decisions and ability to ensure such decisions align with the organizations strategic goals.

**Chief Financial Officer**

**Duties and responsibilities**

**Planning**
- Develop the strategic vision and direction for the financial services team.
- Manage the development of an annual budget, budget projections for strategic planning as well as separate budgets for each school and department.
- Lead iLEAD relevant staff through budgeting process.

**Operations**
- Participate in key decisions as a member of the executive team.
- Maintain compliant and efficient operation of budgeting, federal programs (grants), payroll, accounting/accounts receivable and payable, and bookkeeping.
- Oversee employee benefits plans, with particular emphasis on maximizing a cost-effective benefits package.
Financial Information
- Maintain comprehensive understanding of the annual reports including operating budget, capital expenditures and annual payroll.
- Review and analyze monthly financials.
- Work with external auditor to ensure clean financial audits.
- Reports financial results to the board of directors.

Risk Management
- Monitor all open legal issues involving company, and legal issues affecting the education sector.
- Establish and monitor district procedures and guidelines to ensure full compliance with federal and state statues and requirements.
- Ensure that record keeping meets the requirements of auditors and government agencies.

Other Responsibilities
- Provide ongoing support and actively collaborate with all iLEAD Schools leaders and employees to ensure that the mission, vision, values and philosophy of iLEAD Schools is clearly understood and carried out.
- Follow and actively participate in development of all iLEAD Schools guidelines, policies and procedures.
- Perform other responsibilities as defined by the iLEAD Schools Executive Team.

Required Qualifications
- Master’s degree in Business Administration, Accounting or related field.
- 10+ years of progressively responsible experience for a major company, large corporation or school district.
- Knowledge of federal and state laws governing education finance.
- Experience partnering with an executive team.

SCHOOL SITE STAFF

SCHOOL DIRECTOR

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

Reporting to the CEO, the School Director serves as the educational leader, responsible for managing and implementing policies, procedures, educational programs and curriculum activities to ensure that all learners, administration, and staff are supervised in a safe and healthy environment that supports the mission and vision of iLEAD schools. The School Director will work collaboratively and establish strong, positive and effective relationships with all members of the school and communicate effectively with families and community.

SCHOOL DIRECTOR

Duties and responsibilities
- Analyze student assessment information and prepare reports and recommendations to the board based on this information.
- Articulate and support the philosophy and direction of the ILEAD academic program.
- Implement program initiatives through appropriate professional development for staff.
- Communicate effectively with staff, students, parents, community, private partners and outside agencies to better meet the needs of the students in the school.
- Establish a framework for collaborative action and involve the school community in developing and supporting shared beliefs, values, mission and goals for the school.
- Annually evaluate the performance of all school-based staff.

**School Operations**

- Oversee and implement operational budget.
- Help recruit, hire and train new staff.
- Collaborate with pertinent staff on the planning of the annual budget.
- Ensure compliance with all state and local regulations.

**OTHER RESPONSIBILITIES**

- Provide ongoing support and actively collaborate with all iLEAD Schools leaders and employees to ensure that the mission, vision, values and philosophy of iLEAD Schools is clearly understood and carried out.
- Follow and actively participate in development of all iLEAD Schools guidelines, policies and procedures.
- Perform other responsibilities as defined by the iLEAD Schools Executive Team.

**Required Qualifications**

- Professional Administrative Credential and/or Masters Degree in Education or equivalent.
- At least five years’ experience in the education field.
- Management, administrative and instructional expertise.
- Curriculum implementation expertise.
- Experience with school budgets.

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**SITE DIRECTOR**

**Duties and responsibilities**

- Articulate and support the philosophy and direction of the iLEAD academic program.
- Communicate effectively with staff, students, parents, community, private partners and outside agencies to better meet the needs of the students in the school.
- Exhibit and promote multicultural awareness, gender sensitivity and racial and ethnic appreciation.
- Analyze student assessment information and prepare reports and recommendations to the board based on this information.
- Work with staff to create an effective staff development plan for all staff.
- Annually evaluate the performance of all school-based staff.
- Employ and monitor acceptable accounting procedures in the maintenance of all fiscal records.

**Other Responsibilities**

- Demonstrate a love of students, enthusiasm for teaching, the belief that each student can and will succeed and the willingness to do whatever it takes to make that happen.
- Demonstrate a belief in iLEAD mission that all students will learn and successfully master the content and skills necessary for advanced post-secondary education.
- Create and maintain a safe, orderly, positive and effective learning environment.
- Create and maintain a climate of respect and fairness for all staff and students.
- Other duties as defined by the board or executive directors.

**Required Qualifications**
Professional Administrative Credential and/or Masters Degree in Education or equivalent.

- At least five years’ experience in the education field.
- Management, administrative and instructional expertise.
- Curriculum implementation expertise.
- Experience with school budgets.

**FACILITATOR**

**Duties and responsibilities**

- Incorporate a focus in enriching the curriculum by implementing a plan of Project-based Learning.
- Develop lesson plans and instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each learner.
- Evaluate learners’ academic and social growth, keep appropriate records, prepare reports of progress, and develop an individual learning plan (ILP) for each learner in collaboration with the learner and family member.
- Identify learners’ needs and cooperate with other professional staff members in assessing and helping learners solve health, social emotional and learning problems.
- Provide ongoing support and actively collaborate with all iLEAD Schools’ leaders and employees to ensure that the mission, vision, values and philosophy of iLEAD Schools is clearly understood and carried out.
- Demonstrate a belief in iLEAD’s mission that all learners will learn and successfully master the content and skills necessary for advanced post-secondary education.
- Other duties as assigned

**Required Qualifications**

- Bachelor’s degree, including all courses needed to meet credential requirements.
- Appropriate credential required for core subject positions.
- Experience within education setting and/or real world experience in being non-traditional, flexible, open minded, and collaborative.

**BUSINESS MANAGER**

**Duties and responsibilities**

- Collaborate on the development of the annual budget by managing revenue and expenditure targets including, but not limited to, payroll projections, capital expenditure projects, operational costs, etc.
- Maintain iLEAD financial records in accordance to state guidelines.
- Partner with the School Director to develop appropriate budget recommendations.
- Manage all banking relationships for the schools (checking accounts, loan accounts, endowment accounts).
- Supervise use and maintenance of all iLEAD records.
- Identify areas where iLEAD can engage in cost savings, and propose recommendations on how to implement identified cost savings.
- Implement documented procedures to support the financial processes with iLEAD.
- Responsible for the accuracy of procurement of supplies, materials, equipment, and inventory management.

**Other Responsibilities:**

- Provide ongoing support and actively collaborate with all iLEAD Schools leaders and employees to ensure that the mission, vision, values and philosophy of iLEAD Schools is clearly understood.
and carried out.

- Follow and actively participate in development of all iLEAD Schools guidelines, policies and procedures.
- Perform other responsibilities as defined by the iLEAD Schools Executive Team.

**Required Qualifications**

- Bachelor’s Degree required with coarse work in Business Administration, Organizational Management, or related field. MBA, preferred.
- 5 years broad, varied and increasingly responsible experience with budgeting, computer information systems, and organizational procedures.
- Knowledge of principles, methods and procedures, related to purchasing, operation, safety, computer networking programs, food service, budgeting and accounting, electronic data processing techniques and methods, purchasing and inventory control.
- Knowledge of law, policies and regulations pertaining to youth and employee records.

**Preferred Qualifications**

- Charter school experience, preferred.

**INSTRUCTIONAL ASSISTANTS (CARE TEAM)**

**Duties and responsibilities**

- Model appropriate language, interactions, and positive behavior.
- Reinforce the learning concepts provided by the Facilitator.
- Assist the Facilitator in preparing and incorporating learning activities.
- Support and encourage learners individually or in groups to focus on activities or assignments.
- Provide individual support as needed to direct learner back to the group.
- Ensure safety at all times through supervising and monitoring learner interactions.

**Other Responsibilities**

- Provide ongoing support and actively collaborate with all iLEAD Schools leaders and employees to ensure that the mission, vision, values and philosophy of iLEAD Schools is clearly understood and carried out.
- Follow and actively participate in development of all iLEAD Schools guidelines, policies and procedures.
- Perform other responsibilities as defined by the iLEAD Schools Executive Team.

**Required Qualifications**

- Minimum requirements are graduation from High School or GED.
- Experience with an education setting and/or real world experience in being non-traditional, flexible, open minded, and collaborative.
- Excellent communication and interpersonal skills, both verbal and written.
- Very high level of personal and professional integrity and trustworthiness.
- Thrive in a collaborative, team based and fast-paced environment.

**Preferred Qualifications**

- Associates or Bachelor’s degree.
**OFFICE ASSISTANT**

**Duties and responsibilities**

- Perform general administrative and clerical functions (e.g. scheduling, copying, faxing, data entry, filing, etc.)
- Compile and maintain accurate records, verify data and prepare reports.
- Greet all incoming learners, families and guests respectfully and in a professional manner.
- Provide general and routine information to parents, learners or guests.
- Organize and coordinates school office activities.
- Manage office supplies, track inventory, and purchase orders and supplies and distributes.
- Process forms or applications to ensure accuracy and completeness.

**Other Responsibilities**

- Provide ongoing support and actively collaborate with all iLEAD Schools leaders and employees to ensure that the mission, vision, values and philosophy of iLEAD Schools is clearly understood and carried out.
- Represent iLEAD Schools in a positive and professional manner in all interactions and communications.
- Follow and actively participate in development of all iLEAD Schools guidelines, policies and procedures.
- Perform other responsibilities as defined by the iLEAD Schools Executive Team.

**Required Qualifications**

- High School Diploma or G.E.D. Certificate.
- Minimum three years of experience of clerical/administrative duties and skills.
- Proven ability to effectively use office software applications such as Word, Excel and PowerPoint.
- Customer service experience.
- Ability to work under pressure, assess priorities and meet deadlines.
- Experience with an education setting and/or real world experience in being non-traditional, flexible, open minded, and collaborative.
- Excellent communication and interpersonal skills, both verbal and written.

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**SPED – ED SPECIALIST**

**Duties and responsibilities**

- Identify the needs of learners with IEPs and develop appropriate social, emotional and education objectives for each learner.
- Plan, develop and implement Individualized Education Program (IEP) for each learner.
- Update IEPs throughout the school year to reflect learner's progress and goals.
- Confer with parents, facilitators, administrators and Care Team to discuss updates and changes to IEPs.
- Discuss learner's progress with parents, teachers, counselors, and administrators.
- Assist Facilitators to adapt and modify activities, lessons, curriculum and program to meet the needs of learners with special needs in their classes.
- Monitor, evaluate and document each learner's progress utilizing appropriate measurements and assessment devices.
- Maintain regular communication with parents by providing support, coaching and understanding.
- Maintain a current knowledge of special education best practices and trends.
- Provide crisis intervention, as needed.
Other Responsibilities

- Provide ongoing support and actively collaborate with all iLEAD Schools leaders and employees to ensure that the mission, vision, values and philosophy of iLEAD Schools is clearly understood and carried out.
- Follow and actively participate in development of all iLEAD Schools guidelines, policies and procedures.
- Perform other responsibilities as defined by the iLEAD Schools Executive Team.

Required Qualifications

- BA or Masters Degree.
- Appropriate Special Education licensure.
- Experience in educating special needs students.
- Proven effective classroom and student behavior management skills.
- Knowledge of current special education practices and methodologies.
- Knowledge and understanding of state, local and federal regulations and policies affecting special education.
- Excellent communication and interpersonal skills, both verbal and written.
- Very high level of personal and professional integrity and trustworthiness.
ELEMENT 6: HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F.).)

Health, Safety and Emergency Preparedness Plan

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness;

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Family Educational Rights and Privacy Act (FERPA)
Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

**Criminal Background Clearances and Fingerprinting**

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

**Immunization and Health Screening Requirements**

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

**Safe Place to Learn Act**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

**Suicide Prevention Policy**

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school’s pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts.
Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

**CUSTODIAN(S) OF RECORDS**
The HR Director will serve as the Custodian of Records for iLEAD SFV.

**STUDENT HEALTH AND WELLNESS**

Pursuant to the Healthy, Hunger-Free Kids Act of 2010, iLEAD SFV will offer the National School Lunch Program, and provide a nutritious breakfast, hot lunch and snack program. In Advisory, middle grade and high school learners will receive health and wellness curriculum including nutrition education, fitness, substance abuse, sexual health, healthy relationships and more. Through P.E., students in grades TK-10 participate in standards-aligned physical activity for a total of more than 200 minutes every 10 days. P.E. activities are designed to be fun and engaging to get students moving and develop life-long interest in sports and physical activities.
ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G.).)

Court-ordered Integration

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

iLEAD SFV will conduct outreach to attract a learner population that is representative of the local community as a whole, as well as the learner population similar to that of schools in the surrounding school communities. iLEAD SFV will implement a recruitment plan that includes strategies to attempt to achieve a racial and ethnic balance among learners that is reflective of the general population residing within the territorial jurisdiction of the District and communities in which iLEAD SFV is located. The recruitment process includes, without limitation, an enrollment process that is scheduled in a manner that allows for a broad-based recruiting and application procedure; the application period runs from January to March, with a deadline in mid-March.

iLEAD SFV hosts four prospective family meetings for families to attend and gain insight into the school culture and model. The Charter School also presents at several local school informational meetings (i.e., for middle schools or high schools), including those hosted by both public and private schools. These currently include Lanai Elementary School, Carpenter Community Charter, Children’s Community School, Westland School, Millikan Middle School, and Walter Reed Middle School. We also participate in events hosted by preschools including Adat Ari El, Temple Beth Hillel, Bethel Preschool and Sunnyside preschool. iLEAD SFV also attends public events such as the Pacoima Swap Meet and community meetings held at the Boys and Girls Club. iLEAD SFV has also reached out to several local head start programs to set up time to meet with the families there.
The development of promotional and informational material (i.e. a school brochure, flyers, a website, and advertisements for local media) that is easily transmittable to all of the various racial and ethnic groups represented in the District.

The appropriate development of promotional and informational materials in languages other than English, including Spanish to appeal to limited English proficient populations.

The distribution of promotional and informational materials to a broad variety of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the district. A sampling of these organizations includes: The Boys and Girls Club of San Fernando, CCRC, Community Outreach consultant at the Head Start program, and Transforming Families.

iLEAD SFV realizes that students and their families are the best ambassadors of the program. iLEAD SFV families will be asked to tell their friends, neighbors, and community about the new program. Local events, local media, fliers and more will all help to spread the word.

iLEAD SFV will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. iLEAD SFV will also document the efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.
ELEMENT 8: ADMISSION REQUIREMENTS

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G.).)

Court-ordered Integration

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

ADMISSION REQUIREMENTS & PREFERENCES

iLEAD SFV will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). Enrollment to the school is open to any resident of the State of California. iLEAD San Fernando Valley will enroll all pupils who wish to attend to the extent that space allows. CA Ed. Code § 47605(d)(2)(A). To be included in the admissions process, families must submit a Lottery Application Form, which will include the student’s name, grade, birthdate, and contact information.

STUDENT RECRUITMENT

iLEAD SFV will make every effort to encourage and recruit students of various racial and ethnic groups, socioeconomically disadvantaged students, students with disabilities, and students with a history of low academic performance. iLEAD SFV will maintain an outreach program to inform prospective students about the opportunities at iLEAD SFV and will continuously monitor the success of specific efforts and the broader program to ensure that “hard to reach” students are included.
As detailed in Element 7, iLEAD San Fernando Valley’s outreach plan includes, but is not limited to, the following elements or strategies which focus on achieving and maintaining a racial, ethnic balance among students that is reflective of the general population of the District, who may benefit from our alternative, personalized model, as well as socio-economically disadvantaged residents (the majority of residents in our target neighborhood):

Advertisements about iLEAD San Fernando Valley informational meetings and Open Houses for potential families will be placed in local English and Spanish language newspapers in the fall. Informational meetings for potential families will be held in September, October, November and January. In addition, flyers and mass mailer postcards will be created and distributed throughout the target community. More detailed mailings with a letter about the school will also be sent out to targeted local Gardena elementary and middle schools, homes, businesses, homeless shelters, churches, community centers, area medical clinics, community housing partnerships, and other community-based organizations.

LOTTERY PREFERENCES AND PROCEDURES

Should the number of pupils who wish to attend iLEAD San Fernando Valley exceed space available, a public random lottery will take place to determine the school enrollment in accordance to Education Code section 47605(d)(2)(B) and all federal requirements. Students currently attending the school and their siblings will be exempt from the lottery. Preference for available spaces will be given to students in the following order:

- Those who reside within the Los Angeles Unified School District.
- The children of facilitators and staff not to exceed 10% of total enrollment
- Siblings of admitted students
- If an iLEAD San Fernando Valley facility is physically located within the attendance area of a public elementary school in which 50% or more of the enrollment is eligible for free or reduced price meals, preference will be given to pupils who are currently enrolled in that public elementary school and to pupils who reside in the elementary school attendance area where the site is located in accordance with Ed. Code section 47605.3.

No other preferences shall be given in the lottery or admissions process. 32

Open enrollment will begin each January on a designated date set by iLEAD SFV and continue until the designated application deadline in mid-March. Interested students who complete a Lottery Application Form by the designated deadline will be considered for the public random drawing. Public notice will be postedat a publicly accessible area on the school campus (for the first year, in a publicly accessible, advertised location in Gardena) regarding the date and time of the public drawing. Lottery rules and deadlines will be communicated via the Lottery Application Form, flyers/posters, during Open Houses and other recruiting events, and on the Charter School website and at the Charter School location (once available). Notice will include an explanation that parents/guardians do not need to be present at the lottery, but may attend if they choose to do so. The Charter School will choose a date and time for the

32 During any period of discretionary grant funding from the U.S. Department of Education, iLEAD San Fernando Valley will comply with the Charter Schools Program Non-Regulatory Guidance (CSP NRG) regarding lotteries. In the event any provisions included here are deemed to conflict with the CSP NRG, the school will modify its lottery procedures to ensure compliance and eligibility for federal funding.
lottery approximately one week after the application deadline in February (after 3 pm on a weekday) so that most interested parties will be able to attend. The lottery will be held at one of the school sites. iLEAD San Fernando Valley will invite respected members of the community as official observers of the lottery to verify lottery procedures are fairly executed. The lottery is open to the public.

Within two weeks following the lottery, students who are offered spots will be notified via mail (at the address parents listed on the Lottery Application Form) and instructed to complete an Enrollment Packet and return the Packet within two weeks of the date on the notification letter to secure their spot. School staff will be available to assist families in completing this paperwork if needed. Students who are placed on the wait list will be notified of their status in writing. Upon enrollment, the following is required:

- Parent signature of Parent/Student Handbook agreement form
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate
- Completion of a student enrollment form
- Proof of Immunizations
- Home Language Survey
- Parent attendance at a school orientation meeting for new families is encouraged but not required for enrollment.

Once all spaces are filled via the lottery, a waiting list will be developed in the order names are drawn in the lottery, with students who apply after the lottery deadline added to the end of the wait list. Students on the waiting list will be notified by phone immediately if space becomes available and, if it is still at least two weeks prior to the start of the new school year, they will have two weeks to return the enrollment forms; if it is less than two weeks to the start of the new school year or school has already begun, families will have 72 hours to return the enrollment forms and secure their child’s place. If the enrollment forms are not returned within the allotted time, then admission for that student is forfeited, and the next student on the waiting list will be contacted. As students’ parents/guardians are called from the wait list, the front office personnel will make a notation of the date and time of the call, if a contact was reached or a message left, and whether the student accepted or declined to be enrolled.

Records of each application will be kept on file in the main office and, after the lottery has been held, a record of the students selected for admission via the lottery, and the order in which they were selected, will be kept in the main office as well as the wait list.
ELEMENT 9: ANNUAL FINANCIAL AUDITS

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)

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

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

- Provisional Budget – Spring prior to operating fiscal year
- Final Budget – July of the budget fiscal year
- First Interim Projections – November of operating fiscal year
- Second Interim Projections – February of operating fiscal year
- Unaudited Actuals – July following the end of the fiscal year
- Audited Actuals – December 15 following the end of the fiscal year
- Classification Report – monthly according to Charter School’s Calendar
- Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
  - P1, first week of January
  - P2, first week of April
  - Instructional Calendar – annually five weeks prior to first day of instruction
  - Other reports as requested by the District

ANNUAL AUDIT PROCEDURES

As required under Ed. Code § 47605 (b)(5)(I), each fiscal year an independent auditor conducts an audit of the financial affairs of iLEAD San Fernando Valley to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls.

Procedures:

- The Board will appoint an Audit Committee by January 1 of each year.
- The Audit Committee shall include persons who are not members of the board, but shall not include any staff of the corporation. In addition, any person with expenditure authorization or recording responsibilities within the organization shall not serve on the committee.
- The Audit Committee will be responsible for contracting with an audit firm from the State Controller’s list of approved charter school auditors by March 1 of each year, unless the existing contract is a multi-year contract.
At the conclusion of the audit, the CEO and the Audit Committee will be responsible for reviewing the results of the annual audit, identify any audit exceptions or deficiencies, and report them to the Board of Directors with recommendations on how to resolve them.

- The Board will review and approve the audit no later than December 15.
- The Board will submit a report to the District describing how the exceptions or deficiencies (if any) have been or will be resolved to the satisfaction of the District along with an anticipated timeline.
- The Cs will provide a final copy of the audit to LAUSD, LACOE and the CDE as required, by the December 15 annual deadline.
ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

General Provisions

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students with Disabilities

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:
Was the misconduct caused by, or directly and substantially related to the student’s disability?
Was the misconduct a direct result of the Charter School’s failure to implement Section 504?

Notification of the District
Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  - Was the misconduct caused by, or directly and substantially related to the student’s disability?
  - Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

**Outcome Data**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

**Rehabilitation Plans**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

**Readmission**

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall
readmit the pupil, unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

**Reinstatement**

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

**Gun-Free Schools Act**

Charter School shall comply with the federal Gun-Free Schools Act.

**DISCIPLINE FOUNDATION POLICY**

iLEAD San Fernando Valley founders, governing board, administration, and staff believe that a safe and healthy school environment supports each student’s potential for learning. It is the responsibility of the school board, administration, staff, students, and community to ensure the principles of discipline and to commit to the responsibilities and behaviors that support the environment of safety and health – an environment that is conducive to learning. The discipline policy contained in this document was developed to keep the students safe and maintain order to ensure successful academic and social development.

iLEAD San Fernando Valley will adhere to a positive behavior philosophy consistent with the District’s discipline policy, with modeling and reinforcement of positive behavior and lifestyle choices. In order to ensure stakeholder “buy-in,” the school-wide discipline policies at iLEAD San Fernando Valley will be developed with considerable input from parents, teachers and students regarding their opinions on how to create a safe and healthy school environment; modifications will be discussed with LAUSD’s CSD staff to determine whether a material revision to this charter petition may be required. This policy will include, but is not limited to the students’ rights and responsibilities while on school grounds as well as the school’s suspension and expulsion policies. iLEAD San Fernando Valley will focus on a positive school climate consistent with the District’s School Climate Bill of Rights resolution. We use alternatives to suspensions to support students when behavioral missteps occur, including advising and counseling students, school or community service, behavioral contracts, and the use of alternative educational environments. The discipline policy is not discriminatory, arbitrary or capricious, and follows the general principles of due process.

Upon enrollment and at the beginning of each school year, iLEAD San Fernando Valley families will each receive a copy of the Student and Family Handbook sent to each family at the beginning of the school year. School staff also will review the discipline policy with new students and parents at the commencement of school each year.

Teachers will be trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior and how to understand, distinguish, and address different types of behaviors.
Management strategies focus on proactive, rather than reactive strategies, and will focus on empowering students to evaluate their own behaviors and make responsible decisions. iLEAD San Fernando Valley will implement the acclaimed Way of Council program in Advisory, as well as Restorative Justice Practices. iLEAD San Fernando Valley strongly supports LAUSD’s Restorative Justice Statement, which reads in part “When Restorative Justice practices are consistently applied within a school wide context, they improve school climate, promote community, and reduce student misconduct. They will also strengthen positive school culture and enhance pro-social relationships within the school community.”[1]

Teachers will be trained in Restorative Justice Practices and Way of Council, and specific steps for how these will be used will be included in the Student and Family Handbook.

The discipline system is designed to create a culture of learning and the Code of Conduct (included in the Student and Family Handbook) is created to be preventative. Teachers will use a range of lower-level strategies (non-verbal cues, conferencing with student, loss of privileges, etc.) before resorting to more serious consequences. However, we will have clear policies governing suspension and expulsion.

Students who do not adhere to stated expectations for behavior and who violate the school’s rules as stated in the Student and Family Handbook/Code of Conduct may expect consequences for their behavior. Consequences may include, but are not limited to:
• Warning, verbal and/or written
• Individual conference with the teacher
• Loss of privileges (i.e. participation in extracurricular activities)
• Individual behavior contract
• Referral to the School Director or other school staff member
• Notices to parents by telephone or letter
• Parent conference, at school or during a home visit
• Detention during or after school
• Suspension (both in-school and out-of-school)
• Expulsion

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

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 the policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed by the School Director during the period of suspension or expulsion.

Any student who engages in repeated violations of the Charter School’s behavioral expectations, or a single severe infraction, will be requested to attend a meeting with the School Director or his/her designee and the student’s parents. The School Director (or his/her designee) will prepare a specific,
written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

Certain offenses will result in in-school suspension while other more serious violations will result in out-of-school suspensions. Only the most egregious violations will be considered grounds for expulsion. Suspended students will also be responsible for making up all missed work within specified timetable facilitate by Charter School personnel.

In creating the iLEAD SFV discipline policy, the Charter School has reviewed Education Code Section 48900 et seq, which describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion; modifications will be discussed with LAUSD’s CSD staff to determine whether a material revision to this charter petition may be required.

CAUSE FOR SUSPENSION AND EXPULSION

iLEAD San Fernando Valley is exempt from Education Code requirements and procedures related to student suspension and expulsion. Therefore, references in this charter to the Education Code are used as a guideline. A student may be suspended or expelled for—conduct related to school activity or school attendance occurring anytime including but not limited to any of the following: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

1. MANDATORY EXPULSION/SUSPENSION

It is a federal mandate that a school expel, for a period of not less than one year any student who is determined to have brought a firearm to school or to have possessed a firearm at school.

In accordance with California Education Code § 48915, the following reasons shall constitute mandatory grounds for immediate suspension and a recommendation for expulsion:

• possession of a firearm
• brandishing of a knife
• possession of a controlled substance
• sexual assault or battery, and
• possession of an explosive

2. DISCRETIONARY EXPULSION/SUSPENSION

In addition to the foregoing mandatory suspension/expulsion infractions, students may be suspended and recommended for expulsion upon a determination that the student has committed one of the acts listed below:

• Caused, attempted to cause or threatened to cause serious physical injury to another person, except in self-defense
• Committed an action of hate violence (defined by Ed. Code Section 48900.3)
• Unlawfully used or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
• Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
• Using tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, e-cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, et al.
• Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
• Caused or attempted to cause damage to school property or private property.
• Stole or attempted to steal school property or private property.
• Committed an obscene act or engaged in habitual profanity or vulgarity.
• Knowingly received stolen school property or private property.
• Engaged in, or attempted to engage in, hazing as defined in Education Code Section 48900(q).
• Aided or abetted the infliction or attempted infliction of physical injury to another person.
• Engaged in sexual harassment as defined in Education Code Section 48900.2.
• Engaged in harassment, threats, or intimidation directed against school personnel or pupils as defined in Education Code Section 48900.4.
• Made terrorist threats against school officials, school property or both as defined in Education Code Section 48900.7.
• Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined Education Code Section 48900(r), directed specifically toward a pupil or school personnel.
• Possession of any knife or other dangerous object of no reasonable use to the pupil.
• Robbery or extortion.
• Assault or batter upon any school employee.
• Sold, furnished or offered a substitute substance represented as a controlled substance.
• Possession of an imitation firearm.
• Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.

PROCESS FOR SUSPENSION

To protect student rights, we have established fair and thorough procedures to ensure a comprehensive and consistent process for suspension including clear guidelines for due process. The Site Directors authorized to suspend students. Students will not be suspended, whether in-school or out-of-school, for more than five days at a time or more than twenty days combined during one academic year.

3. In-School Suspension

In-school suspensions are given as an alternative to out of school suspensions in the sole discretion of the Site Directors, and are held in the respective Site Director’s office. During in-school suspensions, teachers provide the students with assignments to complete by the end of the school day. If the student has questions about the assignments, the teachers provide support. During the day of the suspension, the students’ teachers address behaviors that may have contributed to the students’ in-school suspension. In addition to completing assigned work, the student is required to complete a
reflection addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated.

4. **Family Conference**

Suspension shall be preceded by a conference conducted by the Site Director (of the site the student is in) with the student and his/her parent or guardian where the student will have an opportunity to present his or her side of the story. The conference may be omitted if the Site Director determines that an emergency situation exists, or if the student or parent waives their right to a conference. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without conference due to an emergency situation, the parent/guardian shall be notified of the suspension and a conference will be requested by the Site Director as soon as possible.

5. **Notice to Parents/Guardians**

At the time of suspension, the Site Director shall make a reasonable effort to contact the parent/guardian by telephone or in person to be followed up with a written notification. This notice will state the specific offense(s) committed by the student and an explanation of the evidence that supports the charges. In addition, the notice will contain the date and time the student may return to school. If the Site Director wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice shall note that the parents are required to respond to this request without delay.

6. **Length of Suspension**

The length of the out-of-school and in-school suspensions will be determined by the Site Director based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. The length of suspension for students may not exceed a period of 5 consecutive days unless a recommendation has been made by the Site Director and agreed to by the student’s parent/guardian.

The facilitator or, for middle/high school students, Advisor of the suspended student will collect and provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Written notification listing all required assignments will be sent to the student’s parents and all needed materials will be left in the front office. Students will take all tests missed upon their return to school.

**PROCESS FOR EXPULSION**

7. **Authority to Expel**

A student may be expelled by the School Director after providing an opportunity for a hearing before a neutral Administrative Panel appointed by the Board of Directors. The Administrative Panel will consist of three members who are certificated and neither a teacher of the pupil nor a Board member of the Charter School’s governing board in order to ensure impartiality. If a hearing is requested, the School Director shall make a recommendation to the Administrative Panel, and a student may be expelled after a final determination by the Administrative Panel.
8. **Expulsion Hearing**

When the School Director determines that a student has committed an expellable offense, the student and the student’s parent(s) or guardian(s) shall be provided a timely written notice of the charges against the student and an explanation of the student’s basic rights, including the right to a hearing before an Administrative Panel to determine whether the student should be expelled. The hearing will be held, if requested, within 30 days from the date of the written notice of the charges.

If a hearing is requested, the School Director will prepare a written notice of the hearing, which will be emailed and mailed, to the student and the student’s parent(s) or guardians(s) at least 10 calendar days before the date of the hearing. This notice will include:

- The date, time and place of the hearing
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student’s parents to appear in person at the hearing
- The opportunity for the student to be represented by counsel or other advocate.
- Right of postponement
- Presentation and cross examination of witnessed and other evidence
- Information regarding reasonable accommodations and language support

The pupil and the pupil’s parent(s) or guardian(s) will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing, if a hearing is requested. This determination will be made by the School Director upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing. The student will receive meaningful access to education during suspension, and will have the opportunity to complete instructional activities missed due to his or her suspension. Suspended students will be able to communicate with designated classroom teacher(s) or administrator(s) for any questions and for evaluation of work, and shall receive homework assignments and modified instruction through classroom teacher(s) during their suspension and be provided the opportunity to make up any missed exams.

Any decision to expel shall be in the form of written findings of fact. If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program. Following a final decision to expel, the School Director shall send written notice of the decision to expel, including the adopted findings of fact, to the student or parent/guardian. A notice shall also include the following:

- Notice of the specific offense(s) committed by the student
- Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the School
- Terms of expulsion
- Right to appeal the expulsion decision
- Rehabilitation Plan
- Criteria for Rehabilitation plan
- Eligibility date for reinstatement.
9. **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony. At the discretion of the Administrative Panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the Administrative Panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Administrative Panel from exercising its discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person.

**Appeal of Suspension or Expulsion**

Parents will be notified through a telephone call and in writing at the time of enactment of the suspension or expulsion and can appeal a student’s suspension or expulsion.

A suspension appeal may be made to the School Director within ten days of the suspension. Immediately following the request to appeal the suspension, the School Director will meet with the parent/guardian to hear their evidence as to why the student should not be suspended. Following the meeting, the School Director will determine whether to uphold or deny the request to suspend. The parent/guardian and Site Director will be notified within 24 hours of the final decision. Following due consideration of the facts and safety of students, a decision by the Site Director regarding student suspension will be considered final.
An expulsion may be appealed to the Board of Directors within ten calendar days from the written notice of the decision to expel, and must be submitted in writing to the School Director. The student will be considered suspended until a meeting is convened to consider the appeal (within 30 calendar days). The appeal will be considered by the Board of Directors and the family will have a meaningful opportunity to be heard in the appeal process. For a student who is not reinstated upon appeal, the family will be sent written notification by the School Director, within 24 hours of such decision, including specific reasons why the expulsion was upheld. The decision by the Board of Directors regarding the expulsion is final.

The appeal decision of the Board of Directors will be impartial and final. iLEAD San Fernando Valley will create and maintain records of any expulsion proceedings and make audio records and written findings available to students/parents and provide post expulsion support to expelled students and their families to facilitate continued access to education.

**READEMISSION**

iLEAD San Fernando Valley shall mail written notification to parent prior to the end of the expulsion term. This notification will request the parent or guardian to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. The readmission process will include a meeting with the School Director to determine whether the pupil has met the conditions of the rehabilitation plan and/or whether the pupil continues to pose a danger to campus safety. The School Director shall make a recommendation to the Board of Directors for readmission unless there is a finding that the pupil has not met the conditions of the rehabilitation plan and/or continues to pose a danger to campus safety. The Board will make the final determination. If the Board votes to reinstate the student, iLEAD San Fernando Valley shall remove record of the student’s expulsion from their student records. If the student does not meet the requirements of their rehabilitation plan as determined by the Board, the Board will revisit at a later date not to exceed one (1) year.

These procedures shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is issued.

**REHABILITATION PLANS**

Criteria for the rehabilitation plan will include the following: enrollment in another school; upholding school rules and behavioral expectations; no unexcused absences; completion of school work; and community service hours.

**INVolUNTARY REMOVAL**

No student shall be involuntarily removed by Charter School for any reason unless the parent(s) or guardian(s) of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent(s) or guardian(s) or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform him or her of the right to initiate the Expulsion Procedures described above before the effective date of the action. If the student’s parent(s), guardian(s), or educational rights holder initiates the Expulsion Procedures described above, the pupil shall remain enrolled and shall not be removed until the Administrative Panel
issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions for disciplinary reasons.
ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

All full-time certificated employees who are eligible will participate in the State Teachers Retirement System (STRS). Employees will contribute the required percentage, and iLEAD San Fernando Valley will contribute the employer’s portion (currently 12.58%) required by STRS. All withholdings from employees and the Charter School will be forwarded to the STRS Fund as required. iLEAD San Fernando Valley will submit all retirement data through LACOE and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. iLEAD San Fernando Valley accepts and understands obligations to comply with Sections 47611 (STRS) of the Education Code. iLEAD San Fernando Valley School acknowledges that such participation is for the duration of the charter school’s existence under the same CDS code.

Social Security payments will be contributed for all qualifying non-STRS members. All full-time eligible employees will be covered by the Federal Social Security program.

iLEAD San Fernando Valley will offer a 403(b) retirement plan for non-certificated staff.

The School Director shall be responsible for ensuring that all appropriate retirement arrangements have been made for eligible employees.

The Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.
ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

iLEAD San Fernando Valley is a school of choice that is open to anyone in the State of California. All parents and students will be informed of their public school attendance alternatives during the enrollment process.
ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
ELEMENT 14: MANDATORY DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N.))

General Provisions

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

Proposition 39 Disputes

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:


Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

**Non-Proposition 39 Disputes**

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal
delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

School Director
iLEAD San Fernando Valley
17400 Vanowen Street
Los Angeles, CA 91406

A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.
ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

Revocation of the Charter

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.
- Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Closure Action

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.
Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

- The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
- Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
- Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
- The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
- The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
- The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
- Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
- All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:
• The effective date of the closure of Charter School
• The name(s) and contact information for the person(s) handling inquiries regarding the closure
• The students’ school districts of residence
• How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements
• In addition to the four required items above, notification of the CDE shall also include:
  • A description of the circumstances of the closure
  • The location of student and personnel records
• In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:
  • Information on how to enroll or transfer the student to an appropriate school
  • A certified packet of student information that includes closure notice, a copy of the student’s cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
• Information on student completion of college entrance requirements, for all high school students affected by the closure
• Notification of employees and vendors shall include:
  • The effective date of the closure of Charter School
  • The name(s) and contact information for the person(s) handling inquiries regarding the closure
  • The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment
  • Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

**Records Retention and Transfer**
Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

Charter School’s process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian
name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School’s employee records to the designee.

Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student’s district of residence.

**Financial Close-Out**

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

- An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
- An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
- An assessment of the disposition of any restricted funds received by or due to Charter School.
- This audit may serve as Charter School’s annual audit if it meets all of the requirements of the annual audit.
Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

- Preliminary budgets
- Interim financial reports
- Second interim financial reports
- Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

**Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School’s governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

- Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
- The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
- The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
- The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.
• If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School’s governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:
• File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
• Make final federal tax payments (employee taxes, etc.)
• Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

In the event that the school closes, the CEO of iLEAD California Charters 1 will serve as the school’s closure agent.
ADDITIONAL PROVISIONS

Facilities

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School...
from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

**Use:** Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

**Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

**Leasing; Licensing:** Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

**Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**

Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

**Minimum Payments or Charges to be Paid to District Arising From the Facilities:**

**Pro Rata Share:** The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

**Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
**Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

**Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

**Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

**Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility if Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility.
requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Insurance

Insurance Requirements
No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

Workers’ Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers’ Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student
transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy.

Evidence of Insurance
Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.
Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

**Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

**Fiscal Matters**

**District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

**Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

**Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

**Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and
agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**Student Body Funds**
Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School’s annual audit as a stand-alone item.

**Audit and Inspection of Records**
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:
Charter School is subject to District oversight.

The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

**Fiscal Policies and Procedures**
Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

**Apportionment Eligibility for Students Over 19 Years of Age**
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

**Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)
EXHIBIT 2
RESTATED BYLAWS

OF

ILEAD CALIFORNIA CALIFORNIA CHARTERS 1

a California Nonprofit Public Benefit Corporation

ARTICLE I

OFFICES

Section 1. PRINCIPAL OFFICE. The board of directors shall fix the location of the principal executive office of the corporation at any place within or outside the State of California. If the principal executive office is located outside the State of California, and the corporation has one or more offices in the State of California, the board of directors shall likewise fix and designate a principal office in the State of California.

Section 2. OTHER OFFICES. The corporation may also establish offices at such other places, both within and outside the State of California, as the board of directors may from time to time determine or the activities of the corporation may require.

ARTICLE II

OBJECTIVES AND PURPOSES

The specific objectives and purposes of this corporation shall be to operate a public charter school.

ARTICLE III

NONPARTISAN ACTIVITIES

The corporation has been formed under the California Nonprofit Public Benefit Corporation Law (the “Law”) for the public, nonprofit, nonpartisan, and charitable purposes described in its articles of incorporation. Notwithstanding any other provision in these bylaws, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any
powers that are not in furtherance of the purposes of this corporation, and the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1954, as amended ("IRC"), or (b) by a corporation contributions to which are deductible under IRC Section 170(c)(2).

ARTICLE IV

DEDICATION OF ASSETS

The properties and assets of this corporation are irrevocably dedicated to the charitable purposes described in Article III above and in the articles of incorporation of this corporation. No part of the net earnings, properties, or assets of this corporation, on dissolution or otherwise, shall inure to the benefit of its directors or officers, or to any individual. On liquidation or dissolution of this corporation, all remaining assets of this corporation, after payment, or provision for payment, of all debts and liabilities of this corporation, shall be distributed and paid over to an organization dedicated to charitable purposes that is exempt from federal income tax under IRC Section 501(c)(3) and that is exempt from California income tax under Section 23701d of the California Revenue and Taxation Code.

ARTICLE V

MEMBERS

Section 1. SOLE STATUTORY MEMBER. Unless and until these bylaws are amended to provide otherwise, ILEAD Education, a California Nonprofit Public Benefit Corporation, shall be the sole member of this corporation (the "Sole Statutory Member") as the term "member" is defined in Section 5056 of the California Corporations Code (the "Code"). The membership of the Sole Statutory Member in the corporation is not transferable.

Section 2. ASSOCIATES. Nothing in this Article V shall be construed as limiting the right of the corporation to refer to persons associated with it as "members" even though such persons are not members of the corporation, and no such reference shall make anyone a member within the meaning of Section 5056 of the Code, including honorary or donor members. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the board of directors, but may not vote. The corporation may confer by amendment of its articles of incorporation or these bylaws some or all of the rights of a member, as set forth in the Law, upon any person who does not have the right to vote for the election of directors, on a disposition of substantially all of the corporation's assets, on the merger or
dissolution of it, or on changes to its articles of incorporation or bylaws, but no such person shall be a member within the meaning of Section 5056. The board of directors may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

Section 3. RIGHTS OF STATUTORY MEMBER. The Sole Statutory Member shall have the right, as set forth in these bylaws and Section 5056 of the Code, to elect or appoint members of the board of directors, to remove members of the board of directors, to vote on the disposition of all or substantially all of the corporation's assets, to vote on any merger and its principal terms and any amendment of those terms, and to vote on any election to dissolve the corporation, and as otherwise required under the Law and/or set forth in these bylaws.

ARTICLE VI
DIRECTORS

Section 1. POWERS. Subject to the provisions of the Law and any limitations in the articles of incorporation and these bylaws, the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised by or under the direction of the board of directors. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the board of directors shall have the following powers in addition to the other powers enumerated in these bylaws:

(a) To select and remove all of the other officers, agents, and employees of the corporation; prescribe any powers and duties for them that are consistent with law, with the articles of incorporation, and with these bylaws; fix their compensation; and require from them security for faithful service.

(b) To conduct, manage, and control the affairs and activities of the corporation and to make such rules and regulations that are consistent with law, the articles of incorporation, and these bylaws, as they deem to be appropriate and in the best interests of the corporation.

(c) To adopt, make, and use a corporate seal; and to alter the form of such seal.

(d) To borrow money and to incur indebtedness on behalf of the corporation, and to cause to be executed and delivered for the purposes of the corporation, in the
corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, or other evidences of debt and securities.

(e) To change the principal executive office or the principal office in the State of California from one location to another; to cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country and conduct its activities within or outside the State of California; and to designate any place within or outside the State of California for the holding of any board of directors meeting or meetings.

(f) To make donations for the public welfare or for community funds, hospital, charitable, educational, scientific, civic, religious, or similar purposes.

(g) To act as a trustee under any trust incidental to the principal objects of the corporation, and to receive, to hold, to administer, to exchange, and to expend funds and property subject to such trust.

(h) To receive endowments, devises, bequests, gifts, and donations of all kinds of property for its own use, or in trust, in order to carry out or to assist in carrying out, the objects and purposes of the corporation and to do all things and acts necessary or proper to carry out each and all of the purposes and provisions of such endowments, devises, bequests, gifts, and donations with full power to mortgage, sell, lease, or otherwise to deal with or dispose of the same in accordance with the terms thereof.

(i) To sell any property, real, personal, or mixed, owned by the corporation at any time, and from time to time upon such terms as the board of directors may deem advisable, at public or private sale, for cash or upon credit.

(j) To retain sums received by the corporation uninvested, if, in the discretion of the board of trustees, such sums cannot be invested advantageously.

(k) To retain all or any part of any securities or property acquired by the corporation in whatever manner, and to invest and reinvest any funds held by the corporation, according to the judgment of the board of directors without being restricted to the class of investments that the board of directors is or may hereafter be permitted by law to make or any similar restriction; provided, however, that no action shall be taken by or on behalf of the corporation if such action is a prohibited transaction or would result in the denial of the tax exemption under IRC Section 501 or Section 23701 of the California Revenue and Taxation Code.
(I) To invest funds received by the corporation in stocks, bonds, mortgages, loans, whether secured or unsecured, or other investments as the board of directors shall deem advisable.

Section 2. NUMBER AND QUALIFICATION. The authorized number of directors shall be no less than three (3) and no more than five (5), unless changed by amendments to these bylaws. All directors are to be designated by the Sole Statutory Member. The board of directors shall consist of at least three (3) directors unless changed by an amendment to these bylaws.

Section 3. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the board of directors may be interested persons (as defined in this Section 3). An "interested person" is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full- or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation, if any, paid to a director as director; or (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person.

Section 4. TERM OF OFFICE; EVENTS CAUSING VACANCIES ON BOARD. Each director shall hold office for one (1) year. A director may serve multiple terms of service, subject to approval by the Sole Statutory Member. A vacancy or vacancies on the board of directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the board of directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under the Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; and (d) the failure of the Sole Statutory Member, at any meeting of the Sole Statutory Member at which any director or directors are to be designated, to designate the number of directors required to be designated at such meeting.

Section 5. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the chairman of the board, if any, or to the president, or the secretary, or to the board of directors. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Sole Statutory Member may designate a successor to take office as of the date when the resignation becomes effective. Except upon notice to the Attorney General of California, no director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs.

Section 6. REMOVAL OF DIRECTORS. A director may be removed by the Sole Statutory Member. The Sole Statutory Member, in its sole discretion, may remove a director at any time for any reason, with or without cause or advance notice.
Section 7. VACANCIES. Vacancies on the board of directors shall be filled solely by the Sole Statutory Member.

Section 8. PLACE OF MEETINGS AND MEETINGS BY TELEPHONE. Any meeting of the board of directors may be held at any place within or outside the State of California that has been designated from time to time by resolution of the board or in the notice of the meeting. In the absence of such designation, meetings shall be held at the principal executive office of the corporation. Any meeting, annual, regular or special, may be held by conference telephone or similar communication equipment, so long as all directors participating in the meeting can hear one another. All such directors shall be deemed to be present in person at such telephonic meeting. Prior written notice of any and all such meetings of the board of directors shall be provided to the Sole Statutory Member at least forty-eight (48) hours prior to the time of the holding of the meeting.

Section 9. ANNUAL AND REGULAR MEETINGS. The annual meeting of the board of directors shall be held each year on the date and time as may be fixed by the board of directors. At such annual meeting, officers shall be elected and any other proper business may be transacted. Other regular meetings of the board of directors shall be held at such time as shall from time to time be fixed by the board of directors. Notice of regular meetings shall not be required if the time and place of such meeting is fixed by these bylaws or by the board of directors.

Section 10. SPECIAL MEETINGS. Special meetings of the board of directors for any purpose or purposes may be called at any time by the chairman of the board, the president, any vice president, the secretary, or any two directors.

Notice of the time and place of special meetings shall be delivered to each director personally or by telephone or sent by first-class mail, postage prepaid, or telegram, charges prepaid, addressed to each director at his or her address as it is shown on the records of the corporation. In case the notice is mailed, it shall be deposited in the United States mail at least four (4) days prior to the time of the holding of the meeting. In case such notice is delivered personally or by telephone or telegraph, it shall be delivered personally or by telephone or to the telegraph company at least forty-eight (48) hours prior to the time of the holding of the meeting. Any oral notice given personally or by telephone may be communicated either to the director or to the person at the office of the director who the person giving the notice has reason to believe will promptly communicate it to the director. The notice need not specify the purpose of the meeting nor the place if the meeting is to be held at the principal executive office of the corporation.
Section 11. QUORUM. A majority of the authorized number of directors shall constitute a quorum for the transaction of business, except to adjourn as provided in Section 13 below. Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the board of directors, subject to the provisions of Section 5212 of the Code (appointment of committees), Section 5233 of the Code (approval of contracts or transactions in which a director has a direct or indirect material financial interest), Section 5234 of the Code (approval of certain transactions between corporations having common directorships), Section 5235 (compensation of directors or officers), and Section 5238(e) of the Code (indemnification of directors). A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a majority of the required quorum for such meeting, or such greater number as is required by the articles of incorporation, these bylaws, or the Law.

Section 12. WAIVER OF NOTICE; CONSENT. Notice of a meeting need not be given to any director who, either before or after the meeting, signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes of the meeting. The waiver of notice or consent need not specify the purpose of the meeting. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting. Notice of meeting shall also be deemed given to any director who attends the meeting without protesting, before or at the commencement of the meeting, the lack of notice to that director.

Section 13. ADJOURNMENT. A majority of the directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given, unless the meeting is adjourned for more than twenty-four (24) hours, in which case notice of such time and place shall be given prior to the time of the adjourned meeting, in the manner specified in Section 10 of this Article VI, to the directors who were not present at the time of the adjournment.

Section 14. ACTION WITHOUT MEETING. Any action required or permitted to be taken by the board of directors may be taken without a meeting, if all directors shall individually or collectively consent in writing to such action. Such action by written consent shall have the same force and effect as a unanimous vote of the board of directors. The written consent or consents shall be filed with the minutes of the proceedings of the board.

Section 15. FEES AND COMPENSATION. Directors and members of committees shall receive no compensation for their services; provided however, that directors and members of committees may receive reimbursement of out-of-pocket expenses, as determined by resolution of the board of directors. Nothing contained herein shall be construed to preclude any director from serving the corporation in any other capacity as an officer, agent, employee, or otherwise,
and receiving compensation for such services if compensation is awarded by the board of directors.

Section 16. RESTRICTION ON BOARD AUTHORITY. The board of directors shall not, without the prior written approval of the Sole Statutory Member, make material revisions to the charter that created the charter school that operates as, or is operated by, this corporation.

ARTICLE VII

COMMITTEES

Section 1. COMMITTEES OF DIRECTORS. The board of directors may, by resolution adopted by a majority of the directors then in office, designate one or more committees, each consisting of two or more directors, to serve at the pleasure of the board. Appointments to such committees shall be by a majority vote of the directors then in office. The board may designate one or more directors as alternate members of any committee, who may replace any absent member at any meeting of the committee. Any such committee, to the extent provided in the resolution of the board, may have all the authority of the board, except with respect to:

(a) undertaking any final action on any matter that, under the Law, also requires approval of the Sole Statutory Member or board of directors;

(b) the filling of vacancies on the board of directors or in any committee;

(c) the amendment or repeal of bylaws or the adoption of new bylaws;

(d) the amendment or repeal of any resolution of the board of directors that by its express terms is not so amendable or repealable;

(e) the appointment of any other committees of the board of directors or the members thereof;

(f) the expenditure of corporate funds to support a nominee for director after there are more people nominated for director than can be elected; or

(g) the approval of any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in Section 5233(d)(3) of the Code.
Section 2. MEETINGS AND ACTION. Meetings and action of committees of the board shall be governed by, and held and taken in accordance with, the provisions of Article VI of these bylaws, Sections 8 (place of meetings and meetings by telephone), 9 (annual and regular meetings), 10 (special meetings), 11 (quorum), 12 (waiver of notice), 13 (adjournment) and 14 (action without meeting), with such changes in the context of those bylaws as are necessary to substitute the committee and its members for the board of directors and its members, except for the following: (a) the time of regular and annual meetings of committees may be determined by resolution of the board of directors as well as the committee; (b) special meetings of committees may also be called by resolution of the board of directors; and (c) notice of special meetings of committees shall also be given to all alternate members, who shall have the right to attend all meetings of the committee. Minutes of each meeting of any committee shall be kept and filed with the corporate records. The board of directors may adopt rules for the government of any committee not inconsistent with the provisions of these bylaws.

ARTICLE VIII

OFFICERS

Section 1. OFFICERS. The officers of the corporation shall be a president, a secretary, and a chief financial officer. The corporation may also have, at the discretion of the board of directors, a chairman of the board, one or more vice presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed in accordance with the provisions of Section 3 of this Article VIII. Any number of offices may be held by the same person, except that neither the secretary nor the chief financial officer may serve concurrently as the president or the chairman of the board.

Section 2. ELECTION. The officers of the corporation, except such officers as may be appointed in accordance with the provisions of Section 3 or Section 5 of this Article VIII, shall be chosen by the board of directors, and each shall serve at the pleasure of the board, subject to the rights, if any, of an officer under any contract of employment.

Section 3. OTHER OFFICERS. The board of directors may appoint, and may empower the president to appoint, such other officers as the activities of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the bylaws or as the board of directors may from time to time determine.

Section 4. REMOVAL AND RESIGNATION. Subject to the rights, if any, of any officer under any contract of employment, any officer may be removed, either with or without cause, by
the board of directors or, except in case of an officer chosen by the board of directors, by any officer upon whom such power of removal may be conferred by the board of directors.

Any officer may resign at any time by giving written notice to the corporation. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any such resignation is without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party.

Section 5. VACANCIES. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for regular appointments to such office.

Section 6. CHAIRMAN OF THE BOARD. The chairman of the board, if such an officer be elected, shall, if present, preside at meetings of the board of directors and exercise and perform such other powers and duties as may be from time to time assigned to him or her by the board of directors or prescribed by the bylaws. If there is no president, the chairman of the board will in addition be the chief executive officer of the corporation and shall have the powers and duties prescribed in Section 7 of this Article VIII.

Section 7. PRESIDENT. Subject to such supervisory powers, if any, as may be given by the board of directors to the chairman of the board, if there be such an officer, the president shall be the chief executive officer of the corporation and shall, subject to the control of the board of directors, have general supervision, direction, and control of the activities and the officers of the corporation. He or she shall preside, in the absence of the chairman of the board, or if there be none, at all meetings of the board of directors. He or she shall have the general powers and duties of management usually vested in the office of president of the corporation and shall have such other powers and duties as may be prescribed by the board of directors or the bylaws.

Section 8. VICE PRESIDENTS. In the absence or disability of the president, the vice presidents, if any, in order of their rank as fixed by the board of directors or, if not ranked, a vice president designated by the board of directors, shall perform all the duties of the president, and when so acting shall have all the powers of, and be subject to all the restrictions upon, the president. The vice presidents shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the board of directors or the bylaws and the president or the chairman of the board.

Section 9. SECRETARY. The secretary shall keep, or cause to be kept, at the principal executive office or such other place as the board of directors may direct, a book of minutes of all meetings and actions of directors, and committees of directors, with the time and
place of holding, whether regular or special, and, if special, how authorized, the notice thereof
given, the names of those present at directors and committee meetings, and the proceedings
thereof.

The secretary shall give, or cause to be given, notice of all meetings of the
board of directors required by the bylaws or by law to be given, and he or she shall keep the seal
of the corporation, if one be adopted, in safe custody, and shall have such other powers and
perform such other duties as may be prescribed by the board of directors or by the bylaws.

Section 10. CHIEF FINANCIAL OFFICER. The chief financial officer shall keep and
maintain, or cause to be kept and maintained, adequate and correct books and records of
accounts of the properties and business transactions of the corporation, including accounts of its
assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other
matters customarily included in financial statements. The books of account shall at all reasonable
times be open to inspection by any director.

The chief financial officer shall deposit, or cause to be deposited, all monies
and other valuables in the name and to the credit of the corporation with such depositaries as may
be designated by the board of directors. He or she shall distribute, or cause to be disbursed, the
funds of the corporation as may be ordered by the board of directors, shall render to the president
and directors, whenever they request it, an account of all financial transactions and of the financial
condition of the corporation, and shall have such other powers and perform such other duties as
may be prescribed by the board of directors or the bylaws.

If required by the board of directors, the chief financial officer shall give the
corporation a bond in the amount and with the surety or sureties specified by the board for
faithful performance of the duties of his or her office and for restoration to the corporation of all
of its books, papers, vouchers, money, and other property of every kind in his or her possession or
under his or her control on the death, resignation, retirement, or removal from office of the chief
financial officer.

ARTICLE IX

INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES

Section 1. DEFINITIONS. For the purposes of this Article IX, the definition of the
terms "agent", "proceeding", and "expenses" shall be governed by Section 5238 of the Code.
Section 2. INDEMNIFICATION IN ACTIONS BY THIRD PARTIES. The corporation shall have power to indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of the corporation to procure a judgment in its favor, an action brought under Section 5233 of the Code, or an action brought by the Attorney General of California or a person granted relator status by the Attorney General of California for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of the corporation, against expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of the corporation and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of the corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

Section 3. INDEMNIFICATION IN ACTIONS BY OR IN THE RIGHT OF THE CORPORATION. The corporation shall have power to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed action by or in the right of the corporation, or brought under Section 5233 of the Code, or brought by the Attorney General of California or a person granted relator status by the Attorney General of California for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the corporation, and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section 3 for any of the following:

(a) Any claim, issue, or matter as to which such person shall have been adjudged to be liable to the corporation in the performance of such person's duty to the corporation, unless and only to the extent that the court in which such action was brought shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

(b) Amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or
(c) Expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General of California.

Section 4. INDEMNIFICATION AGAINST EXPENSES. To the extent that an agent of the corporation has been successful on the merits in defense of any proceeding referred to in Sections 2 or 3 of this Article IX or in defense of any claim, issue, or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

Section 5. REQUIRED DETERMINATIONS. Except as provided in Section 4 of this Article IX, any indemnification under this Article shall be made by the corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Sections 2 or 3 of this Article IX by:

(a) A majority vote of a quorum consisting of directors who are not parties to such proceeding; or
(b) The court in which such proceeding is or was pending upon application made by the corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney, or other person is opposed by the corporation.

Section 6. ADVANCE OF EXPENSES. Expenses incurred in defending any proceeding may be advanced by the corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article IX.

Section 7. OTHER INDEMNIFICATION. No provision made by the corporation to indemnify its directors or officers for the defense of any proceeding, whether contained in the articles of incorporation, bylaws, a resolution of directors, an agreement, or otherwise, shall be valid unless consistent with this Article IX. Nothing contained in this Article IX shall affect any right to indemnification to which persons other than such directors and officers may be entitled by contract or otherwise.

Section 8. FORMS OF INDEMNIFICATION NOT PERMITTED. No indemnification or advance shall be made under this Article IX, except as provided in Section 4 or Section 5(b), in any circumstance if it appears that:
(a) It would be inconsistent with a provision of the articles of incorporation, bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

(b) It would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 9. INSURANCE. The corporation shall have the power to purchase and maintain insurance on behalf of any agent of the corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent’s status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of this Article IX; provided, however, that the corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the corporation for a violation of Section 5233 of the Code.

ARTICLE X

RECORDS AND REPORTS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The corporation shall keep (a) adequate and correct books and records of account kept either in written form or in any other form capable of being converted into written form and (b) minutes, in written form, of the proceedings of the board of directors and committees of the board, which shall be promptly provided to the Sole Statutory Member. All such records shall be kept at the corporation’s principal executive office, or if its principal executive office is outside the State of California, at its principal office in this state.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The corporation shall keep at its principal executive office, or if its principal executive office is not in the State of California, at its principal office in this state, the original or a copy of its articles of incorporation and bylaws, as amended to date, that shall be open to inspection by the Sole Statutory Member or the directors at all reasonable times during office hours. If the principal executive office of the corporation is outside the State of California and the corporation has no principal office in this state, the Secretary shall, upon the written request of the Sole Statutory Member or any director, furnish to such director a copy of the articles of incorporation or bylaws, as amended to date.
Section 3. INSPECTION. The Sole Statutory Member and every director shall have the absolute right at any reasonable time, and from time to time, to inspect all books, records, and documents of every kind and the physical properties of the corporation. Such inspection by the Sole Statutory Member or a director may be made in person or by agent or attorney and the right of inspection includes the right to copy and make extracts.

Section 4. ANNUAL REPORTS. The board of directors shall cause an annual report to be sent to the directors and the Sole Statutory Member within 120 days of the corporation's fiscal year end. That report shall contain the following information, in appropriate detail, for the fiscal year:

(a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;

(b) The principal changes in assets and liabilities, including trust funds;

(c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes;

(d) The expenses or disbursements of the corporation for both general and restricted purposes; and

(e) Any information required by Section 5 of this Article X.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

Section 5. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to the Sole Statutory Member and all directors, the corporation shall annually prepare and mail or deliver to the Sole Statutory Member and each director within 120 days after the corporation's fiscal year end, a statement (described below) of any transaction or indemnification (i) in which the corporation was a party and (ii) in which an "interested person" had a direct or indirect material financial interest. For this purpose, an "interested person" is any director or officer of the corporation.

The statement shall include the following information:
(a) A brief description of any transaction during the previous fiscal year that involved more than $50,000, or was one of a number of transactions in which the same interested person had a direct or indirect material financial interest involving, in the aggregate, more than $50,000;

(b) The names of interested persons involved in such transactions described in the preceding paragraph (a), their relationship to the corporation, the nature of their interest in the transaction and, if practicable, the amount of that interest; provided, however, that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated; and

(c) A brief description of the amount and circumstances of any indemnifications or advances aggregating more than $10,000 paid during the fiscal year to any officer or director of the corporation under Article IX of these bylaws, unless that indemnification already has been approved by the directors under Section 5238(e)(2) of the Code.

ARTICLE XI

GENERAL MATTERS

Section 1. CHECKS, DRAFTS, EVIDENCES OF INDEBTEDNESS. All checks, drafts, or other orders for payment of money, notes, or other evidences of indebtedness, issued in the name of or payable to the corporation, shall be signed or endorsed by such person or persons and in such manner as, from time to time, shall be determined by resolution of the board of directors.

Section 2. CORPORATE CONTRACTS AND INSTRUMENTS; HOW EXECUTED. Except as otherwise provided in these bylaws, the board of directors may authorize any officer or officers, agent or agents, to enter into any contract or execute any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances; and, unless so authorized or ratified by the board of directors or within the agency power of an officer, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or for any amount.

Section 3. REPRESENTATION OF SHARES OF OTHER CORPORATIONS. The chairman of the board, the president, or any vice president, or any other person authorized by resolution of the board of directors or by any of the foregoing designated officers, is authorized to vote on behalf of the corporation any and all shares of any other corporation or corporations, foreign or domestic, standing in the name of the corporation. The authority granted to said officers to vote
or represent on behalf of the corporation any and all shares held by the corporation in any other corporation or corporations may be exercised by any such officer in person or by any person authorized to do so by a proxy duly executed by said officer.

Section 4. CONSTRUCTION AND DEFINITIONS. Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the Law shall govern the construction of these bylaws. Without limiting the generality of the foregoing, the singular number includes the plural, the plural number includes the singular, the masculine gender includes the feminine and neuter, and the term "person" includes both a corporation and a natural person. All references in these bylaws to the Law, the Law, or to the Code shall be deemed to be those in effect from time to time.

ARTICLE XII

AMENDMENTS

New bylaws may be adopted or these bylaws may be amended or repealed by solely the written consent of the Sole Statutory Member; provided, however, that if the articles of incorporation of the corporation set forth the number of authorized directors of the corporation, the authorized number of directors may be changed only by an amendment of the articles of incorporation.
CERTIFICATE OF SECRETARY

The undersigned, being the duly elected and acting Secretary of iLEAD California Charters 1, a California nonprofit public benefit corporation, does hereby certify that the foregoing Restated Bylaws constitute the Restated Bylaws of this corporation as duly adopted at the meeting of the Board of Directors on December ___, 2016.

IN WITNESS WHEREOF, the undersigned has executed this Certificate this 31st day of December, 2016.

[Signature]

____________________, Secretary
EXHIBIT 3
STATE OF CALIFORNIA

ARTICLES OF INCORPORATION
OF
iLEAD EDUCATION
A California Nonprofit Public Benefit Corporation

I.
The name of the corporation is iLEAD Education ("Corporation").

II.
A. This Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.

B. The specific purpose of this Corporation is to manage, guide, direct and promote one or more California public charter schools, and to conduct other educational activities to support public school students.

III.
The name and address in the State of California of this Corporation's initial agent for service of process is:

Amber Raskin
3720 Sierra Highway, Suite A
Acton, CA 93510

IV.
The initial street and mailing address in the State of California of this Corporation is:

3720 Sierra Highway, Suite A
Acton, CA 93510

V.
A. The Corporation is organized and shall be operated exclusively for charitable, educational, and scientific purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986 as amended (the "Code").

B. No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article II hereof.

C. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of, or in opposition to, any candidate for public office.
D. Notwithstanding any other provision of these Articles, the Corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of the Corporation, and the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from taxation under section 501(a) of the Code as an organization described in section 501(c)(3) of the Code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Code.

E. It is intended that the Corporation shall have the status of a corporation which is exempt from federal income taxation under section 501(a) of the Code as an organization described in section 501(c)(3) of the Code and which is other than a private foundation by reason of being described in section 509(a) of the Code. These Articles shall be construed accordingly, and all powers and activities of the Corporation shall be limited accordingly. In the event the Corporation is determined to be a private foundation within the meaning of section 509 of the Code, then during such period:

(i) The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax or undistributed income imposed by section 4942 of the Code.

(ii) The Corporation shall not engage in any act of self-dealing, as defined in section 4941(d) of the Code.

(iii) The Corporation shall not retain any excess business holdings as defined in section 4943(c) of the Code.

(iv) The Corporation shall not make any investments in such manner as to subject it to tax under section 4944 of the Code.

(v) The Corporation shall not make any taxable expenditures as defined in section 4945(d) of the Code.

VI. Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation for one or more exempt purposes within the meaning of section 501(c)(3) of the Code, or shall distribute such assets to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by the applicable court in the county which the principal office of the Corporation is then located, exclusively for one or more exempt purposes within the meaning of section 501(c)(3) of the Code, or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

VII. Except as otherwise provided herein, all conditions, qualifications, requirements, privileges and regulations regarding the Board of Directors of the Corporation, including voting rights if any, shall be fixed and governed by or pursuant to the Bylaws of the Corporation.
VIII.

The Corporation is authorized to indemnify its agents (as defined in section 5238 of the California Nonprofit Corporation Law) to the fullest extent permissible under California law.

Dated: January 5, 2017

Amber Raskin, Incorporator

I hereby declare that I am the person who executed the foregoing Articles of Incorporation which execution is my act and deed.

Amber Raskin, Incorporator
1. CORPORATE NAME
ILEAD EDUCATION

2. CALIFORNIA CORPORATE NUMBER
C3975021

Complete Principal Office Address  (Do not abbreviate the name of the city. Item 3 cannot be a P.O. Box.)
3. STREET ADDRESS OF PRINCIPAL OFFICE IN CALIFORNIA, IF ANY
3720 SIERRA HWY STE A, ACTON, CA 93510

4. MAILING ADDRESS OF THE CORPORATION
3720 SIERRA HWY STE A, ACTON, CA 93510

Names and Complete Addresses of the Following Officers  (The corporation must list these three officers. A comparable title for the specific officer may be added; however, the preprinted titles on this form must not be altered.)
5. CHIEF EXECUTIVE OFFICER/
AMBER RASKIN
3720 SIERRA HWY STE A, ACTON, CA 91510

6. SECRETARY
DAWN EVENSON
3720 SIERRA HWY STE A, ACTON, CA 91510

7. CHIEF FINANCIAL OFFICER/
PHILIP OSEAS
3720 SIERRA HWY STE A, ACTON, CA 91510

Agent for Service of Process  If the agent is an individual, the agent must reside in California and Item 9 must be completed with a California street address, a P.O. Box address is not acceptable. If the agent is another corporation, the agent must have on file with the California Secretary of State a certificate pursuant to California Corporations Code section 1505 and Item 9 must be left blank.
8. NAME OF AGENT FOR SERVICE OF PROCESS
AMBER RASKIN
3720 SIERRA HWY STE A, ACTON, CA 91510

Common Interest Developments
10. ☐ Check here if the corporation is an association formed to manage a common interest development under the Davis-Stirling Common Interest Development Act, (California Civil Code section 4000, et seq.) or under the Commercial and Industrial Common Interest Development Act, (California Civil Code section 6500, et seq.). The corporation must file a Statement by Common Interest Development Association (Form SI-CID) as required by California Civil Code sections 5405(a) and 6760(a). Please see instructions on the reverse side of this form.

11. THE INFORMATION CONTAINED HEREIN IS TRUE AND CORRECT.

08/28/2017 PHILIP OSEAS CFO

Signature
SECRETARY OF STATE  
STATEMENT OF INFORMATION  
(California Nonprofit, Credit Union and  
General Cooperative Corporations)

IMPORTANT — Read instructions before completing this form.

Filing Fee — $20.00;
Copy Fees — First page $1.00; each attachment page $0.50;
Certification Fee — $5.00 plus copy fees

1. Corporation Name (Enter the exact name of the corporation as it is recorded with the California Secretary of State)
ILEAD EDUCATION

3. Business Addresses
a. Street Address of California Principal Office, if any - Do not enter a P.O. Box
3720 SIERRA HIGHWAY SUITE A
ACTON
City (no abbreviations)  State  Zip Code
CA  91510

b. Mailing Address of Corporation, if different than Item 3a

4. Officers
The Corporation is required to enter the names and addresses of all three of the officers set forth below. An additional title for Chief Executive Officer or Chief Financial Officer may be added; however, the preprinted titles on this form must not be altered.

a. Chief Executive Officer/First Name  Middle Name  Last Name  Suffix
JEFF SCHECTMAN
Address
3720 SIERRA HIGHWAY SUITE A
ACTON
City (no abbreviations)  State  Zip Code
CA  91510

b. Secretary/First Name  Middle Name  Last Name  Suffix
MICHELLE ALLEN
Address
3720 SIERRA HIGHWAY SUITE A
ACTON
City (no abbreviations)  State  Zip Code
CA  91510

5. Service of Process (Must provide either Individual or Corporation.)

INDIVIDUAL – Complete Items 5a and 5b only. Must include agent’s full name and California street address.

a. California Agent’s First Name (if agent is not a corporation)
AMBER RASKIN
Address
3720 SIERRA HIGHWAY SUITE A
ACTON
City (no abbreviations)  State  Zip Code
CA  91510

5. Service of Process (Must provide either Individual or Corporation.)

CORPORATION – Complete Item 5c only. Only include the name of the registered agent Corporation.

b. Street Address (if agent is not a corporation) - Do not enter a P.O. Box
3720 SIERRA HIGHWAY SUITE A

6. Common Interest Developments
□ Check here if the corporation is an association formed to manage a common interest development under the Davis-Stirling Common Interest Development Act (California Civil Code section 4000, et seq.) or under the Commercial and Industrial Common Interest Development Act (California Civil Code section 6500, et seq.). The corporation must file a Statement by Common Interest Development Association (Form SI-CID) as required by California Civil Code sections 5405(a) and 6780(a). See Instructions.

7. The information contained herein, including in any attachments, is true and correct.

1/31/18  Philip Oseas  CFO
Date  Type or Print Name of Person Completing the Form  Title

SI-100 (REV 01/2017)
ARTICLES OF INCORPORATION
OF
iLEAD SCHOOLS DEVELOPMENT

I.

The name of this corporation is iLEAD Schools Development.

II.

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.

B. The specific purposes of this corporation are to:

1. establish, develop, administer, guide, direct, promote, support and benefit schools which provide education based on the Santa Clarita Valley International School or iLEAD Lancaster Charter School model;

2. promote, support, benefit, replicate and carry out the purposes of: (a) Santa Clarita Valley International School, a nonprofit public benefit corporation that operates California public charter schools, (b) iLEAD Charter Schools, a nonprofit public benefit corporation that operates California public schools, and (c) such other primary and secondary schools as may be established to provide education based on the educational and teaching concepts, methods, models, techniques, systems and materials of Santa Clarita Valley International School, iLEAD Lancaster Charter School or this corporation;

3. promote, support, benefit, develop, and provide leadership education, program development, research and professional development to public charter schools other schools, youth or community programs, or other activities that educate or serve students, children, families or communities; and;

4. perform and undertake any and all activities and functions, including soliciting contributions from the general public, as may be proper in connection with this corporation's general and specific purposes.

III.

The name and address in the State of California of this corporation's initial agent for service of process is:
IV.

A. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in any political campaign (including publishing or distribution of statements) on behalf of any candidate for public office.

C. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on by (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, as amended; or (b) a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, as amended.

V.

D. The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.

E. Upon dissolution or winding up of this corporation, after paying or adequately providing for the corporation’s debts and obligations, its remaining assets shall be distributed to a California public entity engaged in education and/or to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes, and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and under Section 23701d of the California Revenue and Taxation Code, as amended.

Dated: 9-1-2012

Greta A. Proctor, Incorporator
State of California
Secretary of State

Statement of Information
(Domestic Nonprofit, Credit Union and General Cooperative Corporations)

Filing Fee: $20.00. If this is an amendment, see instructions.
IMPORTANT – READ INSTRUCTIONS BEFORE COMPLETING THIS FORM

1. CORPORATE NAME
iLEAD Schools Development

2. CALIFORNIA CORPORATE NUMBER
C3507422

<table>
<thead>
<tr>
<th>STREET ADDRESS OF PRINCIPAL OFFICE IN CALIFORNIA, IF ANY</th>
<th>CITY</th>
<th>STATE</th>
<th>ZIP CODE</th>
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<tbody>
<tr>
<td>28050 Hasley Canyon Rd., Suite 108</td>
<td>Castaic</td>
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<table>
<thead>
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<th>MAILING ADDRESS OF THE CORPORATION</th>
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<tr>
<td>3720 Sierra Highway, Suite A</td>
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<td>CA</td>
<td>93510C</td>
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</table>

Names and Complete Addresses of the Following Officers (The corporation must list these three officers. A comparable title for the specific officer may be added; however, the preprinted titles on this form must not be altered.)

<table>
<thead>
<tr>
<th>OFFICER</th>
<th>ADDRESS</th>
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</thead>
<tbody>
<tr>
<td>Amber Raskin</td>
<td>28050 Hasley Canyon Rd., Suite 108</td>
<td>Castaic</td>
<td>CA</td>
<td>91384</td>
</tr>
<tr>
<td>Dawn Eveson</td>
<td>28050 Hasley Canyon Rd., Suite 108</td>
<td>Castaic</td>
<td>CA</td>
<td>91384</td>
</tr>
<tr>
<td>Phil Oseas</td>
<td>28050 Hasley Canyon Rd., Suite 108</td>
<td>Castaic</td>
<td>CA</td>
<td>91384</td>
</tr>
</tbody>
</table>

Agent for Service of Process If the agent is an individual, the agent must reside in California and Item 9 must be completed with a California street address, a P.O. Box address is not acceptable. If the agent is another corporation, the agent must have on file with the California Secretary of State a certificate pursuant to California Corporations Code section 1505 and Item 9 must be left blank.

<table>
<thead>
<tr>
<th>NAME OF AGENT FOR SERVICE OF PROCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phil Oseas</td>
</tr>
</tbody>
</table>

Common Interest Developments

10. ☐ Check here if the corporation is an association formed to manage a common interest development under the Davis-Stirling Common Interest Development Act, (California Civil Code section 4000, et seq.) or under the Commercial and Industrial Common Interest Development Act, (California Civil Code section 6500, et seq.). The corporation must file a Statement by Common Interest Development Association (Form SI-CID) as required by California Civil Code sections 5405(a) and 5760(a). Please see instructions on the reverse side of this form.

11. THE INFORMATION CONTAINED HEREIN IS TRUE AND CORRECT.

01/19/2016 Kim Cardinal

DATE TYPEPRINT NAME OF PERSON COMPLETING FORM TITLE SIGNATURE

APPROVED BY SECRETARY OF STATE
Secretary of State
Statement of Information
(California Nonprofit, Credit Union and General Cooperative Corporations) 150

IMPORTANT — Read instructions before completing this form.

Filing Fee — $20.00;
Copy Fees — First page $1.00; each attachment page $0.50;
Certification Fee - $5.00 plus copy fees

1. Corporation Name (Enter the exact name of the corporation as it is recorded with the California Secretary of State)
ILEAD CALIFORNIA CHARTERS 1

2. 7-Digit Secretary of State File Number
C3793934

3. Business Addresses
   a. Street Address of California Principal Office, if any - Do not enter a P.O. Box
      3720 SIERRA HWY, UNIT A
      City (no abbreviations) — ACTON
      State — CA
      Zip Code — 93510
   b. Mailing Address of Corporation, if different than Item 3a
      City (no abbreviations) — ACTON
      State — CA
      Zip Code — 93510

4. Officers
   The Corporation is required to enter the names and addresses of all three of the officers set forth below. An additional title for Chief Executive Officer or Chief Financial Officer may be added; however, the preprinted titles on this form must not be altered.
   a. Chief Executive Officer
      First Name — JOHN
      Middle Name —
      Last Name — VESCOVO
      Address — 3720 SIERRA HWY, UNIT A
      City (no abbreviations) — ACTON
      State — CA
      Zip Code — 93510
   b. Secretary
      First Name — CHERI
      Middle Name —
      Last Name — BRADFORD
      Address — 3720 SIERRA HWY, UNIT A
      City (no abbreviations) — ACTON
      State — CA
      Zip Code — 93510
   c. Chief Financial Officer
      First Name — PAT
      Middle Name —
      Last Name — HILL
      Address — 3720 SIERRA HWY, UNIT A
      City (no abbreviations) — ACTON
      State — CA
      Zip Code — 93510

5. Service of Process (Must provide either Individual OR Corporation.)
   INDIVIDUAL — Complete Items 5a and 5b only. Must include agent’s full name and California street address.
   a. California Agent’s First Name (if agent is not a corporation)
      Middle Name —
      Last Name — RASKIN
      Address — 3720 SIERRA HWY, UNIT A
      City (no abbreviations) — ACTON
      State — CA
      Zip Code — 93510
   CORPORATION — Complete Item 5c only. Only include the name of the registered agent Corporation.
   c. California Registered Corporate Agent’s Name (if agent is a corporation) — Do not complete Item 5a or 5b

6. Common Interest Developments
   □ Check here if the corporation is an association formed to manage a common interest development under the Davis-Sterling Common Interest Development Act (California Civil Code section 4000, et seq.) or under the Commercial and Industrial Common Interest Development Act (California Civil Code section 6500, et seq.). The corporation must file a Statement by Common Interest Development Association (Form SI-CID) as required by California Civil Code sections 5405(a) and 6780(a). See Instructions.

7. The Information contained herein, including in any attachments, is true and correct.

1/7/18 PHILIP OSEAS CFO FOR ISD
Date Type or Print Name of Person Completing the Form Title

2017 California Secretary of State
www.sos.ca.gov/business/be
EXHIBIT 4
Budget Narrative & Cash Flow Statement

Below is the financial information and narrative for the proposal of iLead San Fernando Valley ("ILEAD"). The financial statements include a 5-year pro-forma annual budget and monthly cash flow statement (the 5 years of operations for 2018-19 through 2022-23 inclusive).

Students: Enrollment, Demographics and Average Daily Attendance

Revenues for ILEAD will largely depend on the number of students enrolled and their attendance. Average Daily Attendance (ADA) is the aggregate attendance during a reporting period divided by the number of days the school is in session during that period. ADA is used to calculate many of the revenue sources. To allow for conservatism, this budget assumes a 95% attendance rate. Historical averages at other charter schools within the State have closely approximated that amount.

It is planned that ILEAD will open in 2018-19 with enrollment of 785 and grow to 1,050 at capacity. The following table shows ILEAD's projected enrollment and ADA.

Table A: Enrollment & ADA

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<thead>
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</tr>
<tr>
<td>7th Grade</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>8th Grade</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>9th Grade</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>10th Grade</td>
<td>50</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>11th Grade</td>
<td>-</td>
<td>50</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>12th Grade</td>
<td>-</td>
<td>-</td>
<td>50</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Total Projected Enrollment</td>
<td>785</td>
<td>900</td>
<td>1,000</td>
<td>1,050</td>
<td>1,050</td>
</tr>
<tr>
<td>Average Daily Attendance (ADA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADA %</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>Total</td>
<td>745.75</td>
<td>855.00</td>
<td>950.00</td>
<td>997.50</td>
<td>997.50</td>
</tr>
</tbody>
</table>
Revenues

Factoring in all revenues at the school, per-pupil funding is expected to be around $10,500/ADA at ILEAD except in the early/initial, start-up years when some revenue streams are not immediately available. State revenue streams provide the largest source of funding making up about 82% of ILEAD’s total revenues. All revenues are monitored throughout the year as various funding estimates are refined and recalculated.

Table B: Summary of Projected Revenues

<table>
<thead>
<tr>
<th>Summary of Revenue Programs</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
<th>2022-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Aid - Revenue Limit</td>
<td>$6,525,858</td>
<td>$7,781,322</td>
<td>$8,978,632</td>
<td>$9,477,381</td>
<td>$9,477,381</td>
</tr>
<tr>
<td>Federal Revenue</td>
<td>221,922</td>
<td>347,652</td>
<td>389,578</td>
<td>415,588</td>
<td>421,526</td>
</tr>
<tr>
<td>Other State Revenue</td>
<td>1,070,723</td>
<td>1,407,881</td>
<td>1,566,898</td>
<td>1,648,302</td>
<td>1,650,297</td>
</tr>
<tr>
<td>Total Revenues</td>
<td>$7,818,503</td>
<td>$9,536,854</td>
<td>$10,935,108</td>
<td>$11,541,272</td>
<td>$11,549,204</td>
</tr>
<tr>
<td>State Revenues as % of Total</td>
<td>83.5%</td>
<td>81.6%</td>
<td>82.1%</td>
<td>82.1%</td>
<td>82.1%</td>
</tr>
<tr>
<td>Revenues per ADA</td>
<td>$10,484</td>
<td>$11,154</td>
<td>$11,511</td>
<td>$11,570</td>
<td>$11,578</td>
</tr>
</tbody>
</table>

State Revenues

State Revenues are estimated based on specific programs as identified below, with the majority of funding dependent upon the annual State budget and the school’s student population.

Principal Apportionment

The LCFF FCMAT calculator (FCMAT Version v18.2c released 10/30/2017) was used to determine the LCFF projections for each year of the above revenue projections which are based on expected student ADA and the expected unduplicated count of students at ILEAD of 47.73%. This rate is the weighted average of the three sites the school will operate. The individual site unduplicated rates and the calculation is as follows:

<table>
<thead>
<tr>
<th>Site</th>
<th>Undup. %</th>
<th>Enrollment</th>
<th>Undup. Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encino/Burbank+Vanowen</td>
<td>22.00%</td>
<td>385</td>
<td>84.70</td>
</tr>
<tr>
<td>NoHo/Friar St.</td>
<td>35.00%</td>
<td>150</td>
<td>52.50</td>
</tr>
<tr>
<td>Pacoima</td>
<td>95.00%</td>
<td>250</td>
<td>237.50</td>
</tr>
<tr>
<td>Combined Total</td>
<td>47.73%</td>
<td>785</td>
<td>374.70</td>
</tr>
</tbody>
</table>

The 2017-18 estimates for LAUSD’s LCFF floor, gap funding and ADA stated on the LCFF Funding snapshot were used as estimates for 2018-19 floor to calculate the LCFF per-pupil funding for ILEAD in its first year. The calculator accounts for the updated implementation and cost of living adjustment (COLA) rates. These projections show that in year 1, a total of $66,500, or $200 per ADA, of the principal apportionment ADA funding will be disbursed via the Education Protection Account. Approximately 20% of the LCFF revenues (or $2,122 per ADA) are projected to be disbursed via In-Lieu Property Taxes.

Table C: Projected State Revenues

<table>
<thead>
<tr>
<th>State Aid - Revenue Limit</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
<th>2022-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF State Aid</td>
<td>$4,793,891</td>
<td>$5,795,627</td>
<td>$6,772,304</td>
<td>$7,160,738</td>
<td>$7,160,738</td>
</tr>
<tr>
<td>Education Protection Account</td>
<td>149,150</td>
<td>171,000</td>
<td>190,000</td>
<td>199,500</td>
<td>199,500</td>
</tr>
<tr>
<td>In Lieu of Property Taxes</td>
<td>1,582,817</td>
<td>1,814,695</td>
<td>2,016,327</td>
<td>2,117,144</td>
<td>2,117,144</td>
</tr>
<tr>
<td>Total State Revenue</td>
<td>$6,525,858</td>
<td>$7,781,322</td>
<td>$8,978,632</td>
<td>$9,477,381</td>
<td>$9,477,381</td>
</tr>
</tbody>
</table>
Federal Revenues

Startup Grant (PCSGP)

ILEAD will apply for a grant from the Public Charter School Growth Program (PGSCP) when it becomes available (anticipated winter/spring of 2017-18). Historically, new site-based schools serving a disadvantaged population have received $575,000, though this amount is expected to change slightly in the new grant cycle. The school expects to receive the full amount of that funding for reimbursement of eligible expenses that will span from late in Year 0 through Year 2 of operations. The grant is competitive and not assured, thus ILEAD has not included these funds in the budget.

Special Education

ILEAD provides special education services and will work with the El Dorado County Charter Special Education Local Planning Area (SELPA) to ensure resources are provided to ensure compliant, efficient and effective delivery of services. ILEAD’s state special education funding includes general state aid of $514/ADA. In addition to state special education funding, the revenue projection for ILEAD also assumes $125/ADA of federal special education funding beginning in year 2.

Free and Reduced-Price Meal Eligibility

The federally funded National School Lunch Program provides free and reduced-price meals for lunch and breakfast to eligible students, based on parent/guardian income levels. For this budget, we assume that the percentage of our students eligible to receive federal funding reimbursements will be about 45%. Additional receipts from paid student meals have not been included for conservatism since we do not have historical information. Food expenses for this program are shown below; serving staff expenses are included in classified salaries and benefits.

Title Programs

ILEAD has not included Title funds within the budget as it does not intend to participate in the programs.

Table D: Projected Federal Revenues

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
</tr>
<tr>
<td>Federal Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education - Entitlement</td>
<td>-</td>
<td>$93,219</td>
<td>$106,875</td>
<td>$118,750</td>
<td>$124,688</td>
</tr>
<tr>
<td>Federal Child Nutrition</td>
<td>$221,922</td>
<td>$254,433</td>
<td>$282,703</td>
<td>$296,838</td>
<td>$296,838</td>
</tr>
<tr>
<td>Total Federal Revenue</td>
<td>$221,922</td>
<td>$347,652</td>
<td>$389,578</td>
<td>$415,588</td>
<td>$421,526</td>
</tr>
</tbody>
</table>

Other State Revenues

Lottery & Mandated Block Grant

Lottery funding is based upon a projection of $194 per ADA per year. Lottery funds are mainly allocated for general purpose use with nearly 25% of the funds restricted for instructional materials. Projections for the Mandate Block Grant are assumed at $42/ADA for grade 9-12. Since funding is dependent on the previous year’s ADA, ILEAD will not be eligible to receive the Mandate Block Grant funding until the second year of operations.

The Lottery funds have been included in year one and an accrual and receivable at the end of year one as the funds will be paid as a prior year adjustment during year two of operations.
Charter School Facility Grant (SB740)

Although ILEAD is projecting to have a FRPM Eligibility of 47%, the geographic area targeted for a third party lease is within the boundaries of LAUSD elementary schools whose percentage of eligible students exceeds 55%. As a result, the budget does include the SB740 funding based on the lesser of $894 (the current CSFA rate of $1,117 less a 20% reduction to account for an over-subscription to the program) per ADA or 75% of the budgeted lease cost.

Table E: Projected Other State Revenues

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
</tr>
<tr>
<td>Other State Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Special Education</td>
<td>$383,316</td>
<td>$439,470</td>
<td>$488,300</td>
<td>$512,715</td>
<td>$512,715</td>
</tr>
<tr>
<td>Child Nutrition</td>
<td>$21,005</td>
<td>$24,082</td>
<td>$26,758</td>
<td>$28,096</td>
<td>$28,096</td>
</tr>
<tr>
<td>School Facilities (SB740)</td>
<td>$666,402</td>
<td>$764,028</td>
<td>$848,920</td>
<td>$891,366</td>
<td>$891,366</td>
</tr>
<tr>
<td>Mandated Cost</td>
<td>-</td>
<td>$14,431</td>
<td>$18,620</td>
<td>$22,610</td>
<td>$24,605</td>
</tr>
<tr>
<td>State Lottery</td>
<td>-</td>
<td>$165,870</td>
<td>$184,300</td>
<td>$193,515</td>
<td>$193,515</td>
</tr>
<tr>
<td><strong>Total Other State Revenue</strong></td>
<td><strong>$1,070,723</strong></td>
<td><strong>$1,407,881</strong></td>
<td><strong>$1,566,898</strong></td>
<td><strong>$1,648,302</strong></td>
<td><strong>$1,650,297</strong></td>
</tr>
</tbody>
</table>

Other Local Revenues

Although ILEAD does intend to utilize fundraising, non-public revenue has been excluded from the budget to be conservative.
Expenditures

The projected expenditures through 2022-23 are shown below and are followed by a summary of assumptions for some of the larger expenses.

Table F: Summary of Projected Expenses

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Certificated Salaries</strong></td>
<td>$2,695,000</td>
<td>$3,081,420</td>
<td>$3,351,128</td>
<td>$3,524,272</td>
<td>$3,594,757</td>
</tr>
<tr>
<td><strong>Classified Salaries</strong></td>
<td>684,360</td>
<td>749,455</td>
<td>833,111</td>
<td>876,515</td>
<td>894,046</td>
</tr>
<tr>
<td><strong>Employee Benefits</strong></td>
<td>1,098,471</td>
<td>1,309,688</td>
<td>1,467,924</td>
<td>1,544,483</td>
<td>1,574,442</td>
</tr>
<tr>
<td><strong>Total Compensation</strong></td>
<td>$4,477,831</td>
<td>$5,140,573</td>
<td>$5,652,163</td>
<td>$5,945,270</td>
<td>$6,063,245</td>
</tr>
<tr>
<td><strong>Books and Supplies</strong></td>
<td>952,081</td>
<td>788,965</td>
<td>904,652</td>
<td>962,090</td>
<td>962,192</td>
</tr>
<tr>
<td><strong>Subagreement Services</strong></td>
<td>78,000</td>
<td>91,215</td>
<td>103,377</td>
<td>110,717</td>
<td>112,931</td>
</tr>
<tr>
<td><strong>Professional/Consulting Services</strong></td>
<td>561,911</td>
<td>1,083,925</td>
<td>1,615,657</td>
<td>1,703,690</td>
<td>1,701,298</td>
</tr>
<tr>
<td><strong>Facilities, Repairs and Other Leases</strong></td>
<td>1,219,538</td>
<td>1,791,660</td>
<td>1,799,548</td>
<td>1,804,309</td>
<td>1,805,745</td>
</tr>
<tr>
<td><strong>Operations and Housekeeping</strong></td>
<td>224,763</td>
<td>275,269</td>
<td>300,971</td>
<td>321,549</td>
<td>327,980</td>
</tr>
<tr>
<td><strong>Interest</strong></td>
<td>61,552</td>
<td>62,269</td>
<td>41,513</td>
<td>14,330</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Non-Comp</strong></td>
<td>$3,097,845</td>
<td>$4,093,304</td>
<td>$4,765,718</td>
<td>$4,916,685</td>
<td>$4,910,146</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>$7,575,676</td>
<td>$9,233,877</td>
<td>$10,417,881</td>
<td>$10,861,955</td>
<td>$10,973,391</td>
</tr>
</tbody>
</table>

Total Compensation - Salaries and Employee Benefits

Total compensation costs (salary and benefits) at capacity remain relatively constant near 55% of total expenditures. “Compensation” includes the salary costs of all staff, including those who work full-time and part-time, and includes all staff benefits including social security, Medicare, and workers’ compensation.

ILEAD’s Facilitator staffing levels are based upon enrollment projections. Ratios of Certificated Facilitators to Students is expected to be at or below 25:1 over the course of the full 5 years of operations. However, that ratio is slightly below 14:1 when including all staff who are in Student/Program support roles.

Table G: Instructional Staff Ratio

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Staff Ratio</strong></td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
</tr>
<tr>
<td><strong>School Attendance</strong></td>
<td>785.0</td>
<td>900.0</td>
<td>1,000.0</td>
<td>1,050.0</td>
<td>1,050.0</td>
</tr>
<tr>
<td><strong>Certificated Facilitator</strong></td>
<td>32.0</td>
<td>36.0</td>
<td>40.0</td>
<td>42.0</td>
<td>42.0</td>
</tr>
<tr>
<td><strong>Certificated Pupil Support (including SPED)</strong></td>
<td>14.0</td>
<td>17.0</td>
<td>17.0</td>
<td>17.0</td>
<td>17.0</td>
</tr>
<tr>
<td><strong>Classified Instructional Assistants</strong></td>
<td>13.0</td>
<td>15.0</td>
<td>17.0</td>
<td>18.0</td>
<td>18.0</td>
</tr>
<tr>
<td><strong>Total Instructional Staff</strong></td>
<td>59.0</td>
<td>68.0</td>
<td>74.0</td>
<td>77.0</td>
<td>77.0</td>
</tr>
<tr>
<td><strong>Student : Instructional Staff Ratio</strong></td>
<td>13.3</td>
<td>13.2</td>
<td>13.5</td>
<td>13.6</td>
<td>13.6</td>
</tr>
</tbody>
</table>
The staffing tables associated with our financial projections are shown below:

### Table H: Staffing Summary

<table>
<thead>
<tr>
<th>Year</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
<th>2022-23</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
</tr>
<tr>
<td><strong>Total Staffing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Staff</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Facilitators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TK-K</td>
<td>2.0</td>
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</tr>
<tr>
<td>1st Grade</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
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<tr>
<td>2nd Grade</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>4th Grade</td>
<td>3.0</td>
<td>3.0</td>
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</tr>
<tr>
<td>5th Grade</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>6th Grade</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>7th Grade</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>8th Grade</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>9th Grade</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>10th Grade</td>
<td>2.0</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>11th Grade</td>
<td>-</td>
<td>2.0</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>12th Grade</td>
<td>-</td>
<td>-</td>
<td>2.0</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Facilitator</td>
<td>32.0</td>
<td>36.0</td>
<td>40.0</td>
<td>42.0</td>
<td>42.0</td>
</tr>
<tr>
<td>Other Instructional Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificated Pupil Support (including SPED)</td>
<td>14.0</td>
<td>17.0</td>
<td>17.0</td>
<td>17.0</td>
<td>17.0</td>
</tr>
<tr>
<td>Classified Instructional Aides</td>
<td>13.0</td>
<td>15.0</td>
<td>17.0</td>
<td>18.0</td>
<td>18.0</td>
</tr>
<tr>
<td>Total Other Instructional Staff</td>
<td>27.0</td>
<td>32.0</td>
<td>34.0</td>
<td>35.0</td>
<td>35.0</td>
</tr>
<tr>
<td>Total Instructional Staff</td>
<td>59.0</td>
<td>68.0</td>
<td>74.0</td>
<td>77.0</td>
<td>77.0</td>
</tr>
<tr>
<td>Administrative Staff - Certified</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Director</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Site Director</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>EL Coordinator</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Total Administrative Staff - Certified</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Support and Administrative Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Staff - Classified (FTE)</td>
<td>4.0</td>
<td>4.0</td>
<td>4.5</td>
<td>4.5</td>
<td>4.5</td>
</tr>
<tr>
<td>Administrative - Classified (FTE)</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Clerical Staff - Classified (FTE)</td>
<td>6.0</td>
<td>6.0</td>
<td>6.0</td>
<td>6.0</td>
<td>6.0</td>
</tr>
<tr>
<td>Total Classified Staff</td>
<td>11.0</td>
<td>11.0</td>
<td>11.5</td>
<td>11.5</td>
<td>11.5</td>
</tr>
<tr>
<td>Total Staffing</td>
<td>75.0</td>
<td>84.0</td>
<td>90.5</td>
<td>93.5</td>
<td>93.5</td>
</tr>
</tbody>
</table>

For the first year of operations (2018-19), it is assumed that the School and Site Directors and other 12-month employees will begin on July 1, 2018.

The average salary structure for key FTE staff positions is listed in the table below. The budget assumes a 2% cost of living adjustment every year. Note that the projected total salary amounts in Table E also includes support staff costs.
### Table I: Average Budgeted Salary by Position

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator (including SPED)</td>
<td>$50,000</td>
<td>$51,000</td>
<td>$52,020</td>
<td>$53,060</td>
<td>$54,122</td>
</tr>
<tr>
<td>Administrative Staff - Certified</td>
<td>$74,000</td>
<td>$75,480</td>
<td>$76,990</td>
<td>$78,529</td>
<td>$80,100</td>
</tr>
<tr>
<td>Classified Staff (Support and Administrative)</td>
<td>$28,515</td>
<td>$28,825</td>
<td>$29,232</td>
<td>$29,712</td>
<td>$30,307</td>
</tr>
</tbody>
</table>

### Table J: Employee Benefits

<table>
<thead>
<tr>
<th>Year</th>
<th>STRS</th>
<th>OASDI</th>
<th>Medicare</th>
<th>Health and Welfare</th>
<th>State Unemployment</th>
<th>Workers’ Compensation</th>
<th>Total Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>$438,750</td>
<td>$42,429</td>
<td>$48,995</td>
<td>$446,760</td>
<td>$37,730</td>
<td>$83,807</td>
<td>$1,098,471</td>
</tr>
<tr>
<td>2019-20</td>
<td>$558,661</td>
<td>$46,466</td>
<td>$55,548</td>
<td>$511,877</td>
<td>$42,140</td>
<td>$95,006</td>
<td>$1,309,698</td>
</tr>
<tr>
<td>2020-21</td>
<td>$640,066</td>
<td>$51,653</td>
<td>$60,671</td>
<td>$566,685</td>
<td>$45,080</td>
<td>$103,769</td>
<td>$1,467,924</td>
</tr>
<tr>
<td>2021-22</td>
<td>$673,136</td>
<td>$54,344</td>
<td>$63,811</td>
<td>$597,503</td>
<td>$46,550</td>
<td>$109,140</td>
<td>$1,544,483</td>
</tr>
<tr>
<td>2022-23</td>
<td>$686,599</td>
<td>$55,431</td>
<td>$65,088</td>
<td>$609,453</td>
<td>$46,550</td>
<td>$111,322</td>
<td>$1,574,442</td>
</tr>
</tbody>
</table>

The table above lists the total projected annual employer costs for all employee benefits, on a year-by-year basis. Within employee benefits, most benefits are statutory and are determined by either state or federal mandate and are based on current rate factors. These benefits differ by type of employee (i.e. certificated or classified) and by whether they are full-time, part-time and/or hourly employees. PRIME’s employees participate in different combinations of STRS, Social Security, Medicare, and workers’ compensation depending on position. For full-time certificated employees, who participate in the State Teachers’ Retirement System (and not in the Federal Social Security system), the employer contribution is expected to increase from 16.38% in 2018-19 to 18.13% and 19.1% in 2019-20 and 2020-21, respectively. Other employee benefits include health care insurance for employees who are scheduled to work at least 30 hours per week.

### Books and Supplies and Food Services

Many of the core programming cost projections after the initial start-up period from July 1, 2018 through the first day of school are based upon a per pupil allotment for instructional supplies, online curricula, project materials and some assessments. These costs and additional enrichment/field trip opportunities for students may be supplemented in the future by private funding as it is secured, thus these estimates are conservative. ILEAD will provide breakfast and lunch for all students and will participate in the National Free and Reduced Lunch Program.

### Table K: Books, Supplies, & Food Services

<table>
<thead>
<tr>
<th>Year</th>
<th>Textbooks and Core Curricula</th>
<th>School Supplies</th>
<th>Software</th>
<th>Noncapitalized Equipment</th>
<th>Food Services</th>
<th>Total Books &amp; Supplies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>$149,150</td>
<td>$93,219</td>
<td>$103,389</td>
<td>$351,250</td>
<td>$255,073</td>
<td>$952,081</td>
</tr>
<tr>
<td>2019-20</td>
<td>$174,420</td>
<td>$109,013</td>
<td>$120,906</td>
<td>$298,289</td>
<td>$298,289</td>
<td>$788,965</td>
</tr>
<tr>
<td>2020-21</td>
<td>$197,676</td>
<td>$123,548</td>
<td>$137,027</td>
<td>$108,340</td>
<td>$338,061</td>
<td>$904,652</td>
</tr>
<tr>
<td>2021-22</td>
<td>$211,711</td>
<td>$132,320</td>
<td>$146,756</td>
<td>$109,240</td>
<td>$362,063</td>
<td>$962,090</td>
</tr>
<tr>
<td>2022-23</td>
<td>$215,945</td>
<td>$134,966</td>
<td>$149,691</td>
<td>$92,285</td>
<td>$369,305</td>
<td>$962,192</td>
</tr>
</tbody>
</table>
The purchase of equipment will also be a critical part of the instructional program. The budget accounts for the purchase of this equipment (furniture and technology) on a per pupil, per full time staff member and general purchases. As these items do wear out over time and need replacement, the budget accounts for the replacement of requisite devices over time in addition to the initial purchase in the first year of operation.

Table L: Equipment Purchases

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
</tr>
<tr>
<td><strong>Device Counts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff FTE Count for Devices</td>
<td>55</td>
<td>59</td>
<td>64</td>
<td>66</td>
<td>66</td>
</tr>
<tr>
<td>New Staff Purchases</td>
<td>55</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Replacement Purchases</td>
<td>-</td>
<td>6</td>
<td>12</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>785</td>
<td>900</td>
<td>1,000</td>
<td>1,050</td>
<td>1,050</td>
</tr>
<tr>
<td>New Student Purchases</td>
<td>785</td>
<td>115</td>
<td>100</td>
<td>50</td>
<td>-</td>
</tr>
<tr>
<td>Replacement Purchases</td>
<td>-</td>
<td>39</td>
<td>90</td>
<td>150</td>
<td>158</td>
</tr>
<tr>
<td><strong>Start-Up Element and Unit Cost</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Desks and Chairs ($250)</td>
<td>$196,250</td>
<td>$38,563</td>
<td>$47,500</td>
<td>$50,000</td>
<td>$39,375</td>
</tr>
<tr>
<td>Facilitator Desks and Chairs ($700)</td>
<td>38,500</td>
<td>6,650</td>
<td>11,760</td>
<td>10,360</td>
<td>9,240</td>
</tr>
<tr>
<td>Student Technology ($300, 3:1 ratio)</td>
<td>78,500</td>
<td>15,425</td>
<td>19,000</td>
<td>20,000</td>
<td>15,750</td>
</tr>
<tr>
<td>Facilitator Technology ($600)</td>
<td>33,000</td>
<td>5,700</td>
<td>10,800</td>
<td>8,880</td>
<td>7,920</td>
</tr>
<tr>
<td>Other Non-Cap Equipment</td>
<td>5,000</td>
<td>20,000</td>
<td>20,000</td>
<td>20,000</td>
<td>20,000</td>
</tr>
<tr>
<td><strong>Total Non-Cap Equipment in Line 4400</strong></td>
<td>$351,250</td>
<td>$86,338</td>
<td>$108,340</td>
<td>$109,240</td>
<td>$92,285</td>
</tr>
</tbody>
</table>

Other Expenses

Many of the operating cost projections are based upon historical averages experienced at other independent charter schools in Los Angeles, such as communication costs, utilities, insurance, rent, and copier lease costs.

Table M: Subagreement Services

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
</tr>
<tr>
<td><strong>Subagreement Services</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>$50,000</td>
<td>$58,471</td>
<td>$66,268</td>
<td>$70,973</td>
<td>$72,392</td>
</tr>
<tr>
<td>Substitute Teacher</td>
<td>$28,000</td>
<td>$32,744</td>
<td>$37,110</td>
<td>$39,745</td>
<td>$40,539</td>
</tr>
<tr>
<td><strong>Total Subagreement Services</strong></td>
<td>$78,000</td>
<td>$91,215</td>
<td>$103,377</td>
<td>$109,717</td>
<td>$112,931</td>
</tr>
</tbody>
</table>

SPED Consultants

Special Education Consultant costs include all outside service provider costs estimated at $50,000 in year 1 (plus COLA adjustments and increases based on population growth thereafter). This includes psychological, speech language and occupational therapy services to ILEAD’s students with IEPs. This cost is in addition to the in-house special education positions include in the personnel costs.

Substitute Teacher

Substitute teacher costs are based on the number of full time Facilitators, the number of expected absent days per year and the daily cost of an external staffing agency. These amounts increase after year one based on the increase in number of staff and an inflation adjustment of 2%.
Table N: Professional Services

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>IT</td>
<td>$10,000</td>
<td>$10,200</td>
<td>$10,404</td>
<td>$10,612</td>
<td>$10,824</td>
</tr>
<tr>
<td>Audit &amp; Taxes</td>
<td>$10,000</td>
<td>$10,200</td>
<td>$10,404</td>
<td>$10,612</td>
<td>$10,824</td>
</tr>
<tr>
<td>Legal</td>
<td>$25,000</td>
<td>$51,000</td>
<td>$52,020</td>
<td>$53,060</td>
<td>$54,122</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$25,000</td>
<td>$39,236</td>
<td>$44,467</td>
<td>$47,624</td>
<td>$48,577</td>
</tr>
<tr>
<td>Payroll Service Fee</td>
<td>$4,000</td>
<td>$4,678</td>
<td>$5,301</td>
<td>$5,678</td>
<td>$5,791</td>
</tr>
<tr>
<td>Management Fee</td>
<td>$390,925</td>
<td>$858,317</td>
<td>$1,366,889</td>
<td>$1,442,659</td>
<td>$1,443,651</td>
</tr>
<tr>
<td>District Oversight Fee</td>
<td>$65,259</td>
<td>$77,813</td>
<td>$89,786</td>
<td>$94,774</td>
<td>$94,774</td>
</tr>
<tr>
<td>County Fees</td>
<td>$5,000</td>
<td>$5,847</td>
<td>$6,627</td>
<td>$7,097</td>
<td>$7,239</td>
</tr>
<tr>
<td>SPED - Additional SPED SELPA Fees</td>
<td>$26,728</td>
<td>$26,634</td>
<td>$29,759</td>
<td>$31,573</td>
<td>$25,496</td>
</tr>
<tr>
<td>Total Professional Services</td>
<td>$561,912</td>
<td>$1,083,925</td>
<td>$1,615,657</td>
<td>$1,703,690</td>
<td>$1,701,298</td>
</tr>
</tbody>
</table>

Expenses shown in the table above are primarily based on preliminary negotiations with prospective service providers or based on industry averages. We make note of items below as needed to explain our budgeting assumptions.

Management Fee

ILEAD has contracted with Charter Impact, Inc. to provide financial management services including financial reporting, accounts payable, and general accounting. Fees for these services are budgeted at 2.5% of total revenue. ILEAD has also contracted with iLead Schools Development (iSD) and iLead California Charter Schools 1 (iCC1) for additional administrative support in the following areas:

iCC1 provides the following instructional support services:
- Curriculum,
- Assessment & Accountability,
- ELL,
- Social Emotional Training,
- PBL Training,
- Humanities,
- STEAM, and
- Testing Implementation & Support

iSD provides the following operational services:
- Facilities,
- Safety,
- Transportation,
- CALPADS & Registration,
- Legal Compliance & Risk Management,
- Human Resources,
- College & Career Readiness,
- Technology & Device Management, and
- Outreach: Marketing & Branding, Capacity Building/Leadership Support, Facilities Design & Procurement, Financing, Strategic Planning

The fee for these services increases as the school grows toward capacity. The non-back office fees are budgeted at 2.5% of revenue in year 1, 6.5% in year two, and 10% thereafter.
**Authorizer Oversight Fee**

ILEAD has projected that it will be required to pay a fee of 1% of general purpose revenues.

**Table O: Facilities, Repairs and Other Leases Expenses**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Facilities, Repairs and Other Leases</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rent</td>
<td>$1,177,500</td>
<td>$1,732,500</td>
<td>$1,732,500</td>
<td>$1,732,500</td>
<td>$1,732,500</td>
</tr>
<tr>
<td>Equipment Leases</td>
<td>$12,600</td>
<td>$14,735</td>
<td>$16,699</td>
<td>$17,885</td>
<td>$18,243</td>
</tr>
<tr>
<td>Repairs and Maintenance</td>
<td>$29,438</td>
<td>$44,426</td>
<td>$50,349</td>
<td>$53,924</td>
<td>$55,002</td>
</tr>
<tr>
<td><strong>Total Facilities, Repairs and Other Leases</strong></td>
<td>$1,219,538</td>
<td>$1,791,660</td>
<td>$1,799,548</td>
<td>$1,804,309</td>
<td>$1,805,745</td>
</tr>
</tbody>
</table>

**Facilities Rent**

ILEAD is planning to occupy and lease a third party site. Based on current real estate conditions and the geographic area targeted, the budget is projecting facilities costs of $1,500 per student during the first year of operations. In beginning in the second year and continuing through future years, the school budgeted $1,650 per student in rent based on the full school capacity of 1,050. This will allow the school to move into permanent facilities in its second year. In addition to the rent cost in the first year, the school budgeted $100,000 in tenant improvement costs in July 2019 (see Purchases of Prop. and Equip. in the cash flow section). For the permanent facilities beginning in year two, the cost estimate is inclusive of financed tenant improvements either directly through a landlord or through other financing sources. As noted above, the facility is expected to be eligible for the Charter School Facility Grant (SB740) funds based on the demographics of the surrounding LAUSD schools.

**Table P: Operations and Housekeeping**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Operations and Housekeeping</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auto and Travel</td>
<td>$2,500</td>
<td>$5,847</td>
<td>$6,627</td>
<td>$7,097</td>
<td>$7,239</td>
</tr>
<tr>
<td>Dues &amp; Memberships</td>
<td>$2,500</td>
<td>$5,847</td>
<td>$6,627</td>
<td>$7,097</td>
<td>$7,239</td>
</tr>
<tr>
<td>Insurance</td>
<td>$72,500</td>
<td>$84,783</td>
<td>$96,088</td>
<td>$102,910</td>
<td>$104,968</td>
</tr>
<tr>
<td>Utilities</td>
<td>$64,763</td>
<td>$75,736</td>
<td>$85,834</td>
<td>$91,928</td>
<td>$93,766</td>
</tr>
<tr>
<td>Janitorial/Trash Removal</td>
<td>$20,000</td>
<td>$23,389</td>
<td>$26,507</td>
<td>$28,389</td>
<td>$28,957</td>
</tr>
<tr>
<td>Office Expense</td>
<td>$17,500</td>
<td>$15,349</td>
<td>$17,395</td>
<td>$18,630</td>
<td>$19,003</td>
</tr>
<tr>
<td>Postage and Shipping</td>
<td>$5,000</td>
<td>$5,847</td>
<td>$6,627</td>
<td>$7,097</td>
<td>$7,239</td>
</tr>
<tr>
<td>Printing</td>
<td>$3,500</td>
<td>$8,186</td>
<td>$9,277</td>
<td>$9,936</td>
<td>$10,135</td>
</tr>
<tr>
<td>Other taxes and fees</td>
<td>$2,000</td>
<td>$2,339</td>
<td>$2,651</td>
<td>$2,839</td>
<td>$2,896</td>
</tr>
<tr>
<td>Public Relations/Recruitment</td>
<td>$6,500</td>
<td>$15,203</td>
<td>$15,507</td>
<td>$15,817</td>
<td>$16,133</td>
</tr>
<tr>
<td>Communications</td>
<td>$28,000</td>
<td>$32,744</td>
<td>$27,832</td>
<td>$29,808</td>
<td>$30,405</td>
</tr>
<tr>
<td><strong>Total Operations and Housekeeping</strong></td>
<td>$224,763</td>
<td>$275,269</td>
<td>$300,971</td>
<td>$321,549</td>
<td>$327,980</td>
</tr>
</tbody>
</table>
**Other Outgo and Transfers**

Due to the expected high cost of starting up a school, and the expected first LCFF apportionment not paid until after the end of the first quarter of Year 1, ILEAD expects cash flow to be a problem during the first quarter of Year 1 and each year thereafter due to the growing enrollment. Many other charter schools cover their start-up cash shortfall through philanthropy and start-up grant support such as the PCSGP. However, in order to project cash flow conservatively, ILEAD has secured external financing from Mission Valley Bank to provide the cash necessary to initiate operations. The budget projects the cost of factoring portions of its principal apportionment payment to cover the cash shortfall during the growth phase.

The need to factor is not expected to be necessary after the 4th year of operations as projections show that the cash balance will grow substantially after this initial period. Consistent with the Receivables Purchase and Security Agreement with Mission Valley Bank, the projections show interest costs based on 6.75% of the outstanding balance each month. This rate is based on the current Prime Rate of 4.50% plus 2.25% as outline in the Mission Valley Bank agreement.

**Table Q: Interest**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest</td>
<td>61,552</td>
<td>62,269</td>
<td>41,513</td>
<td>14,330</td>
</tr>
<tr>
<td>Total Interest</td>
<td>$61,552</td>
<td>$62,269</td>
<td>$41,513</td>
<td>$14,330</td>
</tr>
</tbody>
</table>

The following tables show the schedule of each month when a receivable is projected to be sold and the corresponding repayment months as well as the calculation of interest and outstanding balance of sold receivables through the 4th year of operations. After year four, ILEAD does not anticipate the need to borrow for cash flow purposes.

**Year 1: 2018-19**

**Schedule of AR Sales and Repayments**

<table>
<thead>
<tr>
<th>Sale Month</th>
<th>Amount</th>
<th>Repayment Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul-18</td>
<td>$500,000</td>
<td>Oct-18</td>
</tr>
<tr>
<td>Aug-18</td>
<td>755,000</td>
<td>Oct-18</td>
</tr>
<tr>
<td>Sep-18</td>
<td>365,000</td>
<td>Oct-18</td>
</tr>
<tr>
<td>Oct-18</td>
<td>365,000</td>
<td>Jan-19</td>
</tr>
<tr>
<td>Nov-18</td>
<td>500,000</td>
<td>Jan-19/Feb-19</td>
</tr>
<tr>
<td>Dec-18</td>
<td>465,000</td>
<td>Mar-19/Apr-19</td>
</tr>
<tr>
<td>Jan-19</td>
<td>135,000</td>
<td>Apr-19</td>
</tr>
<tr>
<td>Feb-19</td>
<td>450,000</td>
<td>May-19/Jun-19</td>
</tr>
<tr>
<td>Mar-19</td>
<td>200,000</td>
<td>Jun-19</td>
</tr>
<tr>
<td>Apr-19</td>
<td>300,000</td>
<td>Jul-19</td>
</tr>
<tr>
<td>May-19</td>
<td>50,000</td>
<td>Jul-19</td>
</tr>
<tr>
<td>Jun-19</td>
<td>300,000</td>
<td>Jul-19</td>
</tr>
</tbody>
</table>

**Monthly Interest**

<table>
<thead>
<tr>
<th>Month</th>
<th>AR Sale</th>
<th>Repayment</th>
<th>Outstanding Balance</th>
<th>Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul-18</td>
<td>$500,000</td>
<td>-</td>
<td>$500,000</td>
<td>$2,813</td>
</tr>
<tr>
<td>Aug-18</td>
<td>755,000</td>
<td>-</td>
<td>1,255,000</td>
<td>7,059</td>
</tr>
<tr>
<td>Sep-18</td>
<td>365,000</td>
<td>-</td>
<td>1,620,000</td>
<td>9,113</td>
</tr>
<tr>
<td>Oct-18</td>
<td>365,000</td>
<td>-</td>
<td>365,000</td>
<td>2,053</td>
</tr>
<tr>
<td>Nov-18</td>
<td>500,000</td>
<td>-</td>
<td>865,000</td>
<td>4,866</td>
</tr>
<tr>
<td>Dec-18</td>
<td>465,000</td>
<td>-</td>
<td>1,330,000</td>
<td>7,481</td>
</tr>
<tr>
<td>Jan-19</td>
<td>135,000</td>
<td>(800,000)</td>
<td>665,000</td>
<td>3,741</td>
</tr>
<tr>
<td>Feb-19</td>
<td>450,000</td>
<td>(65,000)</td>
<td>1,050,000</td>
<td>5,906</td>
</tr>
<tr>
<td>Mar-19</td>
<td>200,000</td>
<td>(232,500)</td>
<td>1,017,500</td>
<td>5,723</td>
</tr>
<tr>
<td>Apr-19</td>
<td>300,000</td>
<td>(367,500)</td>
<td>950,000</td>
<td>5,344</td>
</tr>
<tr>
<td>May-19</td>
<td>50,000</td>
<td>(325,000)</td>
<td>675,000</td>
<td>3,797</td>
</tr>
<tr>
<td>Jun-19</td>
<td>300,000</td>
<td>(325,000)</td>
<td>650,000</td>
<td>3,656</td>
</tr>
</tbody>
</table>

**Annual Total**

<table>
<thead>
<tr>
<th>2018-19</th>
<th>Interest Rate (Prime of 4.50% + 2.25%) = 6.75%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Monthly Interest</td>
</tr>
<tr>
<td>Jul-18</td>
<td>$2,813</td>
</tr>
<tr>
<td>Aug-18</td>
<td>7,059</td>
</tr>
<tr>
<td>Sep-18</td>
<td>9,113</td>
</tr>
<tr>
<td>Oct-18</td>
<td>2,053</td>
</tr>
<tr>
<td>Nov-18</td>
<td>4,866</td>
</tr>
<tr>
<td>Dec-18</td>
<td>7,481</td>
</tr>
<tr>
<td>Jan-19</td>
<td>3,741</td>
</tr>
<tr>
<td>Feb-19</td>
<td>5,906</td>
</tr>
<tr>
<td>Mar-19</td>
<td>5,723</td>
</tr>
<tr>
<td>Apr-19</td>
<td>5,344</td>
</tr>
<tr>
<td>May-19</td>
<td>3,797</td>
</tr>
<tr>
<td>Jun-19</td>
<td>3,656</td>
</tr>
<tr>
<td>Annual Total</td>
<td>$4,385,000</td>
</tr>
</tbody>
</table>
### Year 2: 2019-20

#### Schedule of AR Sales and Repayments

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Month</th>
<th>AR Sale</th>
<th>Repayment</th>
<th>Outstanding Balance</th>
<th>Monthly Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Jul-19</td>
<td>$400,000</td>
<td>(650,000)</td>
<td>$400,000</td>
<td>$2,250</td>
</tr>
<tr>
<td></td>
<td>Aug-19</td>
<td>$375,000</td>
<td>-</td>
<td>$775,000</td>
<td>$4,359</td>
</tr>
<tr>
<td></td>
<td>Sep-19</td>
<td>$400,000</td>
<td>-</td>
<td>$1,175,000</td>
<td>$6,609</td>
</tr>
<tr>
<td></td>
<td>Oct-19</td>
<td>$800,000</td>
<td>(775,000)</td>
<td>$1,200,000</td>
<td>$6,750</td>
</tr>
<tr>
<td></td>
<td>Nov-19</td>
<td>-</td>
<td>-</td>
<td>$1,200,000</td>
<td>$7,313</td>
</tr>
<tr>
<td></td>
<td>Dec-19</td>
<td>$100,000</td>
<td>(400,000)</td>
<td>$950,000</td>
<td>$5,344</td>
</tr>
<tr>
<td></td>
<td>Jan-20</td>
<td>$50,000</td>
<td>(400,000)</td>
<td>$960,000</td>
<td>$5,400</td>
</tr>
<tr>
<td></td>
<td>Feb-20</td>
<td>$410,000</td>
<td>(500,000)</td>
<td>$985,000</td>
<td>$5,541</td>
</tr>
<tr>
<td></td>
<td>Mar-20</td>
<td>$525,000</td>
<td>(50,000)</td>
<td>$935,000</td>
<td>$5,259</td>
</tr>
<tr>
<td></td>
<td>Apr-20</td>
<td>-</td>
<td>(410,000)</td>
<td>$600,000</td>
<td>$3,375</td>
</tr>
<tr>
<td></td>
<td>May-20</td>
<td>$75,000</td>
<td>(525,000)</td>
<td>$590,000</td>
<td>$3,319</td>
</tr>
<tr>
<td></td>
<td>Jun-20</td>
<td>$515,000</td>
<td>(525,000)</td>
<td>$590,000</td>
<td>$3,319</td>
</tr>
</tbody>
</table>

**Annual Total**: $3,650,000 $ (3,710,000) $ 590,000 $ 62,269

### Year 3: 2020-21

#### Schedule of AR Sales and Repayments

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Month</th>
<th>AR Sale</th>
<th>Repayment</th>
<th>Outstanding Balance</th>
<th>Monthly Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Jul-20</td>
<td>$275,000</td>
<td>(590,000)</td>
<td>$275,000</td>
<td>$1,547</td>
</tr>
<tr>
<td></td>
<td>Aug-20</td>
<td>$200,000</td>
<td>-</td>
<td>$475,000</td>
<td>$2,672</td>
</tr>
<tr>
<td></td>
<td>Sep-20</td>
<td>$350,000</td>
<td>-</td>
<td>$825,000</td>
<td>$4,641</td>
</tr>
<tr>
<td></td>
<td>Oct-20</td>
<td>$475,000</td>
<td>(475,000)</td>
<td>$825,000</td>
<td>$4,641</td>
</tr>
<tr>
<td></td>
<td>Nov-20</td>
<td>$125,000</td>
<td>-</td>
<td>$950,000</td>
<td>$5,344</td>
</tr>
<tr>
<td></td>
<td>Dec-20</td>
<td>$250,000</td>
<td>(175,000)</td>
<td>$1,025,000</td>
<td>$5,766</td>
</tr>
<tr>
<td></td>
<td>Jan-21</td>
<td>-</td>
<td>(175,000)</td>
<td>$850,000</td>
<td>$4,781</td>
</tr>
<tr>
<td></td>
<td>Feb-21</td>
<td>$210,000</td>
<td>(475,000)</td>
<td>$585,000</td>
<td>$3,291</td>
</tr>
<tr>
<td></td>
<td>Mar-21</td>
<td>$150,000</td>
<td>(125,000)</td>
<td>$610,000</td>
<td>$3,431</td>
</tr>
<tr>
<td></td>
<td>Apr-21</td>
<td>-</td>
<td>(210,000)</td>
<td>$275,000</td>
<td>$1,547</td>
</tr>
<tr>
<td></td>
<td>May-21</td>
<td>-</td>
<td>(150,000)</td>
<td>$200,000</td>
<td>$1,125</td>
</tr>
<tr>
<td></td>
<td>Jun-21</td>
<td>$75,000</td>
<td>(150,000)</td>
<td>$200,000</td>
<td>$1,125</td>
</tr>
</tbody>
</table>

**Annual Total**: $2,235,000 $ (2,625,000) $ 200,000 $ 41,513

### Year 4: 2021-22

#### Schedule of AR Sales and Repayments

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Month</th>
<th>AR Sale</th>
<th>Repayment</th>
<th>Outstanding Balance</th>
<th>Monthly Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep-21</td>
<td>$285,000</td>
<td>-</td>
<td>(200,000)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Oct-21</td>
<td>75,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Nov-21</td>
<td>110,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Dec-21</td>
<td>325,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Annual Total**: $795,000 $ (995,000) $ - $ 14,330
**Cash Flow**

As noted above, as a result of a limited opening cash balance starting in Year 1, ILEAD has allocated necessary funds to account for requisite borrowing costs during the growth phase. Once the school gets to the 4th year of operations, the timing of the State Aid will no longer be an issue. In addition, the year over year surpluses will allow for the school to begin growing a substantial cash reserve to protect itself against economic uncertainty and other cash flow timing pitfalls.

**Ending Cash Balance**

The cash balance at the end of 2018-19 through 2020-21 is projected to be minimal, but will grow from there as the State funding calculations catch up with the school’s enrollment at capacity. ILEAD will be able to reach a 4.5% cash reserve by the 4th year of operations. At the end of Year 5, ILEAD is projected to have a cash balance of almost $1.1 million representing 10% of expenses.

**Table R: Statement of Activities & Cash Balance**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
</tr>
<tr>
<td><strong>Statement of Activities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Aid - Revenue Limit</td>
<td>$6,525,858</td>
<td>$7,781,322</td>
<td>$8,978,632</td>
<td>$9,477,381</td>
<td>$9,477,381</td>
</tr>
<tr>
<td>Federal Revenue</td>
<td>221,922</td>
<td>347,652</td>
<td>389,578</td>
<td>415,588</td>
<td>421,526</td>
</tr>
<tr>
<td>Other State Revenue</td>
<td>1,070,723</td>
<td>1,407,881</td>
<td>1,566,898</td>
<td>1,648,302</td>
<td>1,650,297</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>$7,818,503</td>
<td>$9,536,854</td>
<td>$10,935,108</td>
<td>$11,541,272</td>
<td>$11,549,204</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificated Salaries</td>
<td>$2,695,000</td>
<td>$3,081,420</td>
<td>$3,351,128</td>
<td>$3,524,272</td>
<td>$3,594,757</td>
</tr>
<tr>
<td>Classified Salaries</td>
<td>684,360</td>
<td>749,455</td>
<td>833,111</td>
<td>876,515</td>
<td>894,046</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>1,098,471</td>
<td>1,309,688</td>
<td>1,467,924</td>
<td>1,544,483</td>
<td>1,574,442</td>
</tr>
<tr>
<td>Books &amp; Supplies</td>
<td>952,081</td>
<td>788,965</td>
<td>904,652</td>
<td>962,090</td>
<td>962,192</td>
</tr>
<tr>
<td>Subagreement Services</td>
<td>78,000</td>
<td>91,215</td>
<td>103,377</td>
<td>110,717</td>
<td>112,931</td>
</tr>
<tr>
<td>Professional Services</td>
<td>561,912</td>
<td>1,083,925</td>
<td>1,615,657</td>
<td>1,703,690</td>
<td>1,701,298</td>
</tr>
<tr>
<td>Facilities, Repairs and Other Leases</td>
<td>1,219,538</td>
<td>1,791,660</td>
<td>1,799,548</td>
<td>1,804,309</td>
<td>1,805,745</td>
</tr>
<tr>
<td>Operations and Housekeeping</td>
<td>224,763</td>
<td>275,269</td>
<td>300,971</td>
<td>321,549</td>
<td>327,980</td>
</tr>
<tr>
<td>Depreciation and Interest</td>
<td>61,552</td>
<td>62,269</td>
<td>41,513</td>
<td>14,330</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>$7,575,677</td>
<td>$9,233,877</td>
<td>$10,417,881</td>
<td>$10,861,955</td>
<td>$10,973,391</td>
</tr>
<tr>
<td><strong>Increase/(Decrease) of Net Assets</strong></td>
<td>$242,826</td>
<td>$302,977</td>
<td>$517,227</td>
<td>$679,316</td>
<td>$575,813</td>
</tr>
<tr>
<td></td>
<td>3.2%</td>
<td>3.3%</td>
<td>5.0%</td>
<td>6.3%</td>
<td>5.2%</td>
</tr>
<tr>
<td><strong>Beginning Cash Balance</strong></td>
<td>-</td>
<td>34,436</td>
<td>63,414</td>
<td>67,375</td>
<td>487,148</td>
</tr>
<tr>
<td><strong>Ending Cash Balance</strong></td>
<td>$34,436</td>
<td>$63,414</td>
<td>$67,375</td>
<td>$487,148</td>
<td>$1,098,465</td>
</tr>
<tr>
<td><strong>Cash Balance (% of Expenditures)</strong></td>
<td>0.5%</td>
<td>0.7%</td>
<td>0.6%</td>
<td>4.5%</td>
<td>10.0%</td>
</tr>
</tbody>
</table>
Revenues

Since revenues fluctuate and are received from multiple sources, accurate cash projections are vital to maintenance of a healthy financial position. The greatest cash flow challenge is correctly predicting the flow of federal and state revenue sources. California law specifies the payment schedule for State Aid funds. Although this schedule is subject to legislative and regulatory change, the California Department of Education (CDE) has committed to a 5-9-9 payment schedule. We have used this schedule to project our cash flow position for the first five years ILEAD is in operation except for new schools or new grade levels when the initial PENSEC payment of 37% is expected to be received in September, and 18% is expected in December. To be conservative, we have assumed that all funds will be received in the month following their scheduled payment. We assumed no deferrals in these projections.

State Aid – Revenue Limit

The State Aid – Revenue Limit funds come from a combination of three sources: In Lieu Property Taxes, State Aid, and Education Protection Account. The district where the school is located pays the Charter School an In-Lieu Property Tax amount per ADA near the end of each month. State Aid is due from the state on or before the end of the month and is paid monthly from July to June on a 5-5-9 schedule. Based on the typical timing of funds coming through Los Angeles County to a school bank account, we have assumed a one month delay in the payments. The Economic Protection Account flows quarterly in September, December, March and June. Again, for conservatism, we have assumed that all receipts will be delayed to the month following their scheduled payment.

California Lottery

State Lottery Revenues are paid according to the prior year’s ADA, and are paid quarterly except in year 1 of operations.

Expenditures

The most significant part of ILEAD’s cost structure is staff compensation which is generally paid evenly throughout the year except in July when most staff are not working prior to the start of the school year. The majority of the curriculum costs are front-loaded to the beginning of the school year.
Fund Balance

The fund balance is expected to above the CDE-recommended levels in each year of operations and grow to 21% by the end of year 5.

Table 5: Statement of Fund Balance

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fund Balance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Fund Balance</td>
<td>-</td>
<td>$242,826</td>
<td>$545,803</td>
<td>$1,063,030</td>
<td>$1,742,346</td>
</tr>
<tr>
<td>Increase/(Decrease) in Net Assets</td>
<td>242,826</td>
<td>302,977</td>
<td>517,227</td>
<td>679,316</td>
<td>575,813</td>
</tr>
<tr>
<td>Ending Fund Balance</td>
<td>$242,826</td>
<td>$545,803</td>
<td>$1,063,030</td>
<td>$1,742,346</td>
<td>$2,318,159</td>
</tr>
<tr>
<td>Fund Balance (% of Expenditures)</td>
<td>3.2%</td>
<td>5.9%</td>
<td>10.2%</td>
<td>16.0%</td>
<td>21.1%</td>
</tr>
</tbody>
</table>
Dear Amy,

We are providing you with the following information as you requested in your email dated January 31, 2018 at 1:50 p.m.

1) For iLEAD Education, the names and position of Officers located on the Secretary of State website are:
   Amber Raskin – CEO
   Dawn Evenson – Secretary
   Phil Oseas – CFO

   However, we are in process of a resubmission of the Statement of Information to update these roles to reflect our current Board Members who are currently:
   Jeff Schectman – President
   Eric Harnett – Treasurer
   Michelle Allen – Secretary

2) For iLEAD Schools Development, the names and position of Officers located on the Secretary of State website are:
   Amber Raskin – CEO
   Dawn Evenson – Secretary
   Phil Oseas – CFO

   However, we are in process of a resubmission of the Statement of Information to update these roles to reflect our current Board Members who are currently:
   Emily Olson – President
   Nancy Millard – Treasurer
   Wendy Ruiz – Secretary

3) Please see the attached Bylaws and Article of Incorporation for iLEAD Education, as requested.

4) Please see the attached Agenda, Minutes, and Bylaws for iLEAD CA Charters 1 outlining the sole statutory relationship of iLEAD Education, as requested.

5) Please see the attached Agenda and Minutes for iLEAD CA Charters 1 outlining the business relationship with iLEAD Schools Development, as requested.
Please know that we are willing to work to partner with your organization. If this means, not working with iLEAD Education as a sole statutory relationship or forging a business relationship with iLEAD Schools Development moving forward, we are open to change.

Let us know if you have any more needed information or questions that we can answer.

Thank you,
Farnaz Kaufman and iLEAD San Fernando Valley Team
Dear Amy,

We are providing follow up information as requested in your email dated February 1, 2018 at 11:50 a.m.

1) During the December 1, 2016 Board Meeting, the Governing Board took action to approve iLEAD Education as the sole statutory member. Please see the attached Agenda, Minutes, and Bylaws to support this work.

2) Since 2015, we have worked to restructure and refine our organization. Currently we are in process to change the check authorizers to be set as noted below:

- iLEAD CA Charters 1 – School Director and Dawn Evenson,
- iLEAD Schools Development - Amber Raskin and Amer Kuric, and
- iLEAD Education - Phil Oseas and Board President

3) a) We have recently submitted the Statement of Information to reflect the change in iLEAD Education Board Members (see attached) and we are in process of filing Statement of Information forms to reflect other changes in Board Members which will include iLEAD Schools Development.

   b) Dawn Evenson, Amber Raskin, and Phil Oseas are not Board Members of any entities. Dawn is an employee of iLEAD CA Charters 1, Amber Raskin is an employee of iLEAD Schools Development, and Phil Oseas is a consultant for iLEAD Schools Development.

Please know that we are requesting to work through the red line process with your organization to remove all relations between iLEAD San Fernando Valley and iLEAD Education/iLEAD Schools Development. We hope to have the opportunity to do this so that at the March 6 Board Meeting, you can earnestly recommend approval of our petition to your Board of Trustees and begin a partnership with our program with our learners.

Thank you,

Farnaz Kaufman and The iLEAD San Fernando Team
DATE: May 8, 2014

TO: Catherine Payne, Chairperson

FROM: Mitch D’Olier, Chairperson
Applications Committee

AGENDA ITEM: Action on Charter School Application for iLEAD Kauai Charter School

I. DESCRIPTION

That the Commission deny iLEAD Kauai Charter School (“iLEAD Kauai”) 2013 charter school application.

II. AUTHORITY

Charter School Applications: Pursuant to §302D-5(a), Hawaii Revised Statutes, “[a]uthorizers are responsible for executing the following essential powers and duties: . . . (1) Soliciting and evaluating charter applications; (2) Approving quality charter applications that meet identified educational needs and promote a diversity of educational choices; [and] (3) Declining to approve weak or inadequate charter applications[.]”

III. APPLICANT PROFILE

Proposed School Name: iLEAD Kauai Charter School

Mission: iLEAD Kauai Charter School inspires lifelong learners with the skills to lead in the 21st Century. We empower students to become conscientious, responsible leaders and citizens of the world. Our programs cultivate creative thinking, by offering individualized instruction, active learning methods and opportunities for self-directed educational experiences.

Vision: The vision for iLEAD Kauai is that all students develop the knowledge, skills and confidence to succeed by mastering academic standards and cultivating a deep understanding of subject matter. Students will have a heightened awareness of endless possibilities for the future, and a
sense of how to navigate through those possibilities by asking the right questions, collaborating, and communicating effectively by asking the right questions and especially when confronted with the status quo.

**Geographical Area:** Central Kauai and/or East Kauai

**Program Synopsis:** iLEAD Kauai identifies its school model as specializing in arts, college prep, cultural focus, and project-based learning. iLEAD Kauai’s curriculum is project-based with a focus on college and career readiness, emphasizing entrepreneurship and 21st-century technological literacy. iLEAD Kauai will use constructivist theory teaching methods, which is based on the belief that students learn best through exploration and active learning, and develop leadership skills and social and emotional competence by practicing the Seven Habits of Highly Effective People.

**Enrollment Summary**

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**IV. BACKGROUND**

On January 6, 2014, iLEAD Schools, a group of teachers and administrators, submitted a charter application for the proposed charter school iLEAD Kauai. The Evaluation Team assigned to the iLEAD Kauai application was comprised of Stephanie Klupinski, Kathy Olsen, Jeff Poentis, Kirsten Rogers, and Stephanie Shipton. In conjunction with the application, the Evaluation Team reviewed the applicant’s responses to the Request for Clarification and interviewed applicant group members. The applicant group members that attended the interview were Dawn Evenson, Deena Fontana Moraes, Amber Raskin, Denise Trentham, and Matt Watson.
After evaluating the information presented in the application, Request for Clarification response, and capacity interview, the Evaluation Team published its Recommendation Report. The applicant exercised its option to write a response to the Recommendation Report, and the Evaluation Team drafted a rebuttal to that response. The Recommendation Report (Exhibit A), Applicant Response (Exhibit B), and Evaluation Team Rebuttal (Exhibit C) make up the Recommendation Packet.

In addition, the Commission held a public hearing on the application on March 13, 2014. Charter School Capital, Charter Schools Development Center, Charter School Management Corporation, Eduneering Inc., Santa Clarita Valley International (SCVi), and 97 concerned individuals submitted written testimony in support of iLEAD Kauai, including a petition with 212 signatures. Many of the addresses attached to the written testimonies are in California. Four applicant group members and six others provided oral testimony in support of iLEAD Kauai.

**Recommendation Report.**

The Evaluation Team recommends that the application for iLEAD Kauai be denied. The Recommendation Report states that the academic plan, organizational plan, financial plan, and evidence of capacity do not meet the standard of approval and summarizes that “a theme throughout the application was an apparent lack of understanding of Hawaii’s unique education environment.”

The report notes that the application does not demonstrate a strong understanding of Kauai and continually refers to California. Other key concerns about the academic plan include:

- An inadequate explanation of how instructional materials align with Common Core State Standards;
- A lack of demonstrated academic success at the two California charter schools currently managed by the charter management organization (“CMO”), iLEAD Development;
- The proposed school leader’s lack of experience with administration, curriculum and assessment, performance management, and overall instructional leadership; and
- An inadequate explanation of why the proposed school leader decided to partner with iLEAD Development instead of another CMO.

The report notes that many of the submitted materials are related to California, not Hawaii, and contain little applicable content on which to evaluate the application. Other key concerns about the organizational plan include:

- The applicant’s deficient understanding of Hawaii’s unionized environment and underestimating potential challenges in negotiating supplement collective bargaining agreements; and
- The independence of the governing board from the CMO, as members of iLEAD Development sit on the governing boards at the California iLEAD schools, and the CMO intends to provide the iLEAD Kauai governing board with an evaluation tool with which to evaluate the CMO.

The report states that the financial plan appears to have some incorrect assumptions, including:

- Overestimating the cost of utilities, which are based on California rates, exemplifying a lack of research on Hawaii’s economy in preparing the budget; and
- Underestimating certain costs during the start-up year.
Paired with a lack of identified private or government funding for the start-up year, the report states concerns that iLEAD Kauai would enter year one with a deficit, especially if enrollment does not meet projections.

The report states that the proposed school leader lacks capacity in the areas of school leadership, administration, governance, curriculum, instruction, assessment, and performance management. Further, the report states that the applicant did not satisfactorily demonstrate organizational and financial capacity, as the application “ignored or glossed over important considerations that would impact the school, such as the collective bargaining agreement and the fact that Hawaii charter schools are not nonprofit organizations but state agencies.”

**Applicant Response.**

The Applicant Response attempts to clarify some key concerns brought forth in the Recommendation Report but acknowledges that the application does not meet standards in some areas. Pages 14 and 15 of the response are attachments, which are prohibited in the Applicant Response guidelines; therefore, these pages are marked as “do not review” and should not be considered.

In regard to the academic plan concerns, the response:

- Notes that the proposed school leader was born and raised on Kauai, inferring that this demonstrates an understanding of Kauai as it relates to the application;
- Asserts that adjustments in the plan to cater to Hawaii, such as the discipline policy, special education, and English Language Learners were made;
- Notes that the application states that the curriculum is designed to cover the Common Core State Standards, and the response elaborates on how it is aligned;
- Suggests that the academic performance of the California iLEAD schools is limited due to being assessed on state standards other than the Common Core, which California apparently has recently adopted;
- Extols the proposed school leader’s qualifications; and
- Explains that no other CMOs were considered for the proposed school because the development of the application was a joint effort between the proposed school leader and the CMO.

In regard to the organizational plan concerns, the response:

- Acknowledges that materials submitted related to California instead of Hawaii and promises to revise the documents to be specific to iLEAD Kauai;
- States that it is premature for the Commission to expect adjustments to iLEAD Kauai’s plan prior to entering into supplemental collective bargaining agreement negotiations with the unions; and
- Explains that the CMO is willing to be an advisor rather than be represented on the governing board and that the concern about the evaluation tool is unwarranted, as any vendor may “ask clients to use [a specific tool] as a method to evaluate.”

In regard to the financial plan concerns, the response:
• Explains that the overestimation of operating expenses and facilities costs is a “deliberate conservative budgeting approach to ensure that the school will have sufficient operating capital;”
• Notes that “comprehensive research was conducted” in searching for available facilities;
• Notes that the applicant is “committed to keeping costs down;” and
• Suggests that obtaining the “proper facilities” would enable iLEAD Kauai to reach its projected enrollment numbers.

In regard to the capacity concerns, the response:

• Justifies the proposed school leader’s qualifications;
• Notes that the applicant has “initiated informal conversations” with local attorneys to assist in negotiating supplemental collective bargaining agreements; and
• Notes that charter schools in California, where the model in the application originates, are both state agencies and non-profit organizations.

Evaluation Team Rebuttal.

The Evaluation Team Rebuttal attempts to address points raised in the Applicant Response.

In regard to the applicant’s response to the academic plan concerns, the rebuttal:

• Notes that the Applicant Response includes new information, which the Evaluation Team cannot evaluate, about how the applicant intends to comply with Hawaii’s requirements, where the original application referenced California;
• Maintains that the application does not include “meaningful adaptations of its program to Kauai;” and
• Maintains that concerns remain about the “lack of demonstrated [academic] success” from the two California iLEAD schools.

In regard to the applicant’s response to the organizational plan concerns, the rebuttal:

• Notes that the “Evaluation Team was unable to determine whether the applicant could successfully translate the California model to Hawaii” because the application did not adequately explain how the California-specific documents would be adapted here;
• Contends that it is not “premature” to ask applicants about contingency plans and adjustments to the program should attempts to negotiate supplemental collective bargaining agreements prove unsuccessful; and
• Explains that the concern about the CMO evaluation tool is to caution that the governing board could be a “rubber stamp” for the CMO.

In regard to the applicant’s response to the financial plan concerns, the rebuttal:

• Contends that the applicant’s overestimation of facility and utilities costs is the result of basing those costs on California rates and not using “due diligence” in preparing the budget;
• Notes that the Applicant Response introduces new information, which the Evaluation Team cannot evaluate, about specific facility sites, locations, and sizes, as the application did not contain any details;
• Notes that there are no figures in the start-up year budget and that the Evaluation Team was “unable to determine whether the applicant would be operating at a deficit going into the first year of operation;” and

• Notes that the applicant’s contingency plan requires iLEAD Kauai to obtain a line of credit, which, as a state agency, is likely prohibited, further demonstrating the applicant’s “lack of understand about regulations and restrictions on schools as state agencies.”

In regard to the applicant’s response to the capacity concerns, the rebuttal:

• Notes that the Applicant Response includes new information about the proposed school leader, which the Evaluation Team cannot evaluate;

• Notes that the Applicant Response includes new information, which the Evaluation Team cannot evaluate, about hiring local private attorneys but cautions that charter schools and their governing boards cannot hire private counsel unless a waiver is granted; and

• Contends that California charter schools are not state agencies, as claimed in the Applicant Response, like they are in Hawaii.

Applications Committee Meeting.

At the April 24, 2014 Applications Committee meeting, a concerned individual provided oral testimony in support of the application. Three proposed governing board members submitted written testimony in support of the application. The committee did not ask any questions before taking action to recommend the denial of the application.

V. DECISION MAKING STATEMENT

Introduction.

Scope of Commissioner Review.

Applicants were advised at the beginning of the application process that the application should be a complete and accurate depiction of their proposed plan; no new information would be accepted at later stages in the application process. Responses to Requests for Clarification and answers given during the capacity interview needed to be clarifications, not new information. This is done because if applicants are constantly making significant changes to their plan during the application process, it makes it difficult for Evaluation Teams to provide a holistic review of the applicant’s overall plan. The Request for Applications states that the Commission will not consider new information in making its decision. As such, Commissioners should not consider new information that was not originally a part of the application in their review and decision-making. New information is specifically flagged in the Evaluation Team Rebuttal and, where relevant, is noted in this submittal.

Staff Recommendation Focuses on Key Points.

While the Recommendation Report, Applicant Response, and Evaluation Team Rebuttal cover a variety of issues, staff has attempted to focus on the few issues that appear to be the most significant and would have the biggest impact an applicant’s ability to successfully start and operate a high-quality charter school. The omission of an issue from this review is not meant to indicate that the staff believes that the issue was resolved one way or another, only that it is not a major point of contention or is not a critical point that warrants further analysis here. For each key point staff reaches a conclusion for the Committee’s and Commission’s consideration, but at a minimum the
inclusion of these points in this submittal are intended to draw out the key points for an approval or denial of the application.

There is a lack of understanding about Hawaii’s education environment and legal structure, including a lack of understanding about the scope and magnitude of adaptations that would need to be made.

The Recommendation Report notes several examples from the application in which the applicant demonstrates its lack of understanding of Hawaii’s uniqueness, including using California terminology inapplicable in this state and developing a budget with facility and utilities costs based on California rates. This lack of understanding is even evident within the Applicant Response; for instance, in response to concerns about the lack of understanding of the challenges of negotiating supplemental collective bargaining agreements, the Applicant Response states, “we have already initiated informal conversations with two local attorneys who will help guide us through this process.” In this example, the applicant fails to acknowledge that charter schools and their governing boards, as state agencies, cannot hire private counsel unless granted a waiver by the Governor. Yet, simultaneous to demonstrating an inadequate grasp of Hawaii’s legal structure, the applicant glosses over and minimizes the differences between Hawaii and California by making statements like, “our conservative calibration and expectation is that in Hawaii, requirements, while different, are at least as complex as California.”

In other instances, the applicant appears to be dismissive of issues that are significant challenges for many charter schools in Hawaii. For example, the Applicant Response states, “any presumed adjustments to [iLEAD Kauai’s] plan or design is premature prior to conducting [supplemental collective bargaining agreement] negotiations and thus it is premature for the [Commission] to expect specifically laid-out adjustments.” This suggests an under appreciation of the scope and importance of union negotiations, a difficult endeavor for any charter school.

Moreover, aside from a brief mention of Kawaikini New Century Public Charter School in the application, the applicant appears to be unaware of the programs offered at the four existing charter schools on Kauai. Indeed, the Applicant Response states, “[The Evaluation Team’s concern about a plan that demonstrates a lack of understanding about Kauai] seems to reflect a preoccupation about a divergent approach to education. iLEAD Kauai will be different than any other educational institution on the island.” While no doubt the proposed academic plan is unique in its own right compared to other schools on the island, a more informed applicant would have known that many essential aspects of its program, such as project-based learning and focuses on college and career readiness and culture, are similar to those found at existing Kauai charter schools.

Lastly, staff just notes the Applicant Response includes Hawaiian words that appear to be an afterthought rather than the result of a thoughtful and comprehensive adaptation of the curriculum to Hawaiian culture. Hawaiian words such as alakai, aloha, ohana, kuleana, malama, pono, haahaa, and lokahi appear nowhere in the application or Request for Clarification answers but are suddenly mentioned in the Applicant Response, giving the impression that the applicant is only including these words as an attempt to alleviate concerns about its willingness to adapt to Hawaii. However, the applicant does not acknowledge that the integration of Hawaiian culture could significantly
change the school’s curriculum, and the adaptations proposed in the Applicant Response have not been reviewed by the Evaluation Team.

There are concerns about the capacity of the CMO given the demonstrated lack of understanding of Hawaii and the scope and magnitude of the adaptations that would need to be made. Considering the previous point, iLEAD Development did not appear to do basic due diligence on Hawaii or Hawaii’s legal and cultural background. On paper, iLEAD Development appears to have some of the necessary expertise and experience one would expect of experienced charter school operators. However, as a major part of the applicant group, the CMO has failed to demonstrate its capacity throughout the application process.

There are concerns about local capacity and autonomy given the proposed governance structure and operations centralized in California. The applicant touts Ms. Moraes’ capacity and her past residency in Hawaii as strengths. Ms. Moraes’ background and connection to Hawaii, however, were not evident in the plan the application presented. This absence of a Hawaii imprint on the application raises more questions about the amount of input and impact the local school director and governing board would have in developing and operating the proposed school.

The academic performance of iLEAD Development’s existing schools is weak. iLEAD Development provides an explanation for this and argues that once California switches to Smarter Balanced Assessments, its test scores will improve. Staff believes it would be prudent to wait until the CMO can show a clear record of success before approving a school in Hawaii using the same model.

There appears to be community support for iLEAD Kauai. Based on the testimony received at the public hearing, it appears that there is community support for the proposed school. While the addresses on much of the written testimony are based in California, many other pieces of written testimony, including a petition, appear to be from the community on Kauai.

Conclusion.
Staff agrees with the Evaluation Team that the applicant fails to demonstrate an understanding of Hawaii’s unique education environment and legal structure. While some in the community appear to support this proposed school, there presently are serious concerns whether the CMO can adapt its model to Hawaii and specifically to Kauai. An apparent lack of local capacity evidenced in the application and questions of autonomy contribute further to these concerns. On top of all that, the CMO’s model has not yet proven academic success in its own state. However, should the CMO’s two California schools show successful student outcomes, staff would welcome it to submit another application with an adapted curriculum and plan in the future.

Staff recommends the denial of iLEAD Kauai’s application. The Applications Committee agrees with this recommendation.

VI. RECOMMENDATION

Motion to the Commission:
“Moved that the Commission deny iLEAD Kauai Charter School 2013 charter school application.”
Exhibit A

Recommendation Report for iLEAD Kauai
Charter Application for
iLEAD Kauai Charter School

Submitted by
iLEAD Schools

Evaluation Team
Team Lead:  Stephanie Klupinski
Evaluators:  Kathy Olsen
            Jeff Poentis
            Kirsten Rogers
            Stephanie Shipton
Introduction
In 2012, the Hawaii State Legislature passed Act 130, replacing the state’s previous charter school law, Hawaii Revised Statutes (“HRS”) Chapter 302B, with our new law, codified as HRS Chapter 302D. Act 130 instituted a rigorous, transparent accountability system that at the same time honors the autonomy and local decision-making of Hawaii’s charter schools. The law created the State Public Charter School Commission (“Commission”), assigned it statewide chartering jurisdiction and authority, and directed it to enter into State Public Charter School Contracts (“Charter Contract”) with every existing charter school and every newly approved charter school applicant.

The 2013 Request for Applications and the resulting evaluation process are rigorous, thorough, transparent, and demanding. The process is meant to ensure that charter school operators possess the capacity to implement sound strategies, practices, and methodologies. Successful applicants will clearly demonstrate high levels of expertise in the areas of education, school finance, administration, and management as well as high expectations for excellence in professional standards and student achievement.

Evaluation Process
The Commission has worked with the National Association of Charter School Authorizers (“NACSA”) to develop the new charter school application evaluation process. NACSA provided its advice and expertise in creating standardized evaluation forms, providing evaluator training, and assisting with the assembly of the evaluation teams to help ensure that the Commission implements the national best practices, policies, and standards needed to authorize high-performing charter schools. The highlights of the process are as follows:

Proposal Evaluation. The evaluation teams conducted individual and group assessments of completed applications. The Commission’s Operations staff conducted a completeness check to ensure evaluation teams only reviewed complete submissions.

Request for Clarification. After the initial review, the evaluation teams identified any areas of the application that required clarification. Applicants had the opportunity to respond to the evaluation teams’ Request for Clarification in writing to address these issues.

External Financial Review. An external review by Charter School Business Management Inc. was conducted to answer several critical questions relating to the financial information submitted by applicants. Evaluation teams could consider these reviews when drafting their evaluation.

Capacity Interview. After reviewing each response to the Request for Clarification, the evaluation teams conducted an in-person or virtual assessment of the applicant’s capacity.

Consensus Judgment. The evaluation teams came to consensus regarding whether to recommend the application for approval or denial.

The duty of the evaluation teams is to recommend approval or denial of each application based on its merits. The Commission’s Operations staff is charged with reviewing this recommendation report, the testimony at public hearings, and other information obtained during the application process in making their final recommendation to the Commission. The authority and responsibility to decide whether to approve or deny each application rests with the Commissioners.
Report Contents

This Recommendation Report includes the following:

Proposal Overview
Basic information about the proposed school as presented in the application.

Recommendation
An overall judgment regarding whether the proposal meets the criteria for approval.

Evaluation
Analysis of the proposal based on four primary areas of plan development and the capacity of the applicant to execute the plan as presented:
- Academic Plan
- Organizational Plan
- Financial Plan
- Evidence of Capacity

Rating Characteristics

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<td>Meets the Standard</td>
<td>The response reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to operate; and inspires confidence in the applicant’s capacity to carry out the plan effectively.</td>
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<td>Does Not Meet the Standard</td>
<td>The response meets the criteria in some respects but has substantial gaps, lacks detail and/or requires additional information in one or more areas.</td>
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<td>Falls Far Below the Standard</td>
<td>The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant’s ability to carry it out.</td>
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Proposal Overview

Proposed School Name
iLEAD Kauai Charter School

Applicant Name
iLEAD Schools

Mission and Vision
Mission: iLEAD Kauai Charter School inspires lifelong learners with the skills to lead in the 21st Century. We empower students to become conscientious, responsible leaders and citizens of the world. Our programs cultivate creative thinking, by offering individualized instruction, active learning methods and opportunities for self-directed educational experiences.

Vision: The vision for iLEAD Kauai is that all students develop the knowledge, skills and confidence to succeed by mastering academic standards and cultivating a deep understanding of subject matter. Students will have a heightened awareness of endless possibilities for the future, and a sense of how to navigate through those possibilities by asking the right questions, collaborating, and communicating effectively by asking the right questions and especially when confronted with the status quo.

Geographical Area
Central Kauai and/or East Kauai

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Executive Summary

iLEAD Kauai Charter School

Recommendation

Deny

Summary Analysis
The team recommends that the application for iLEAD Kauai Charter School (“iLEAD Kauai”) be denied. The applicant did not meet standards in any of the four areas.

A theme throughout the application was an apparent lack of understanding of Hawaii’s unique education environment. iLEAD Schools Development (“iLEAD Development”), the applicant and intended charter management organization (“CMO”), currently manages two charter schools in California, and the application often used California examples, but failed to explain how the California model would be appropriately adapted to Hawaii. For example, the academic plan included special education terms and positions used in California. In the organization plan, the applicant did not demonstrate an understanding that Hawaii charter schools are not private nonprofit organizations but are instead state agencies. Also, the applicant glossed over the challenges it may face in negotiating supplements to the collective bargaining agreement. The financial plan also showed that the applicant did not do due diligence regarding Hawaii’s economy when preparing the budget.

The aforementioned issues become more problematic when factoring in the fact that iLEAD Development would help operate the school from its California base, leading to questions of whether the applicant has the local capacity needed to start a new school. There are also questions regarding the relationship between the CMO to the local governing board.

Additionally, the academic performance of the two existing iLEAD Development in California is not strong, prompting questions as to whether the CMO is prepared to open a new school in another state.

The applicant does demonstrate a deep understanding of project-based learning and exhibits a sophisticated level of curriculum design. Their holistic focus on students and use of brain-based research is compelling. Finally, members of iLEAD Development demonstrate strong school leadership and management skills.

Summary of Section Ratings
Opening and maintaining a successful, high-performing charter school depends on having a complete, coherent plan and identifying highly capable individuals to execute that plan. It is not an endeavor for which strengths in some areas can compensate for material weakness in others.

Therefore, in order to receive a recommendation for approval, the application must Meet the Standard in all areas.

Academic Plan
Does Not Meet the Standard

Financial Plan
Does Not Meet the Standard

Organizational Plan
Does Not Meet the Standard

Evidence of Capacity
Does Not Meet the Standard
Academic Plan

iLEAD Kauai Charter School

Rating

Does Not Meet the Standard

Plan Summary

The proposed school has a project-based learning curriculum. It will also develop leadership skills and social and emotional competence by practicing the Seven Habits of Highly Effective People. The school’s program focuses on college and career readiness with an emphasis on entrepreneurship and 21st-century technological literacy.

Classes are expected to have an average of 25 students in multi-aged classroom; for example, grades may be grouped as K/1 and 2/3.

iLEAD Kauai employs constructivist theory methods based on research about how people learn. Constructive teaching is based on the belief that students learn best through exploration and active learning. The iLEAD model draws influence from research on brain-based instruction, and the applicant includes information about the research in the application.

iLEAD Kauai will work with a charter management organization called iLEAD Development, which currently manages two charter schools in California. The application includes many references to California; for example, the sample contract between the CMO and school is for a California charter school, and many of the policies also reference California law.

Analysis

The academic plan does not meet the standard for approval. The plan demonstrates a lack of understanding about Kauai. Although some aspects of the curriculum/instructional components appear strong, the applicant was unable to articulate the how its instructional materials aligned with Common Core. There are also concerns regarding the lack of demonstrated academic success of the other two schools managed by the CMO and the qualifications and capacity of the iLEAD Kauai’s proposed school leader.

The applicant did not demonstrate a strong understanding of Kauai. The application continually refers (both implicitly and explicitly) to California; for example, the special education section of the plan is based on California law, and the community section included a Parent University in Spanish, with no explanation of its relevancy to Hawaii. While some adjustments to Hawaii might be minor (discipline policy, for example), others are more complicated (such as special education and English Language Learners). Also, the applicant did not fully acknowledge the fact that Hawaii charters are state agencies, not nonprofit organizations, as they are in California.

Additionally, continual references to California raise important questions about the ability and willingness of the applicant to adapt their model to Hawaii. These issues are more troubling because the CMO has not demonstrated academic success with its only two charters schools, which are both located in Southern California.

iLEAD Development’s interest in Kauai stems largely from some personal connections to Kauai and to the proposed school leader. Personal connections aside, however, it is unclear why the applicant chose Deena Moraes as its proposed school leader. Her primary qualifications seem to be communication skills and local ties, but she lacks many essential qualities, including experience with administration,
curriculum and assessment, performance management, and overall instructional leadership. Although members of iLEAD Development appear to have the skills, experience, and capacity needed to implement the proposed program, they are based in California. This makes it even more critical for the proposed school to have a highly-capable leader on location.

Additionally, the proposed leader did not do any research about CMOs when deciding to work with iLEAD Development. There are many such organizations from which to choose and Ms. Moraes did not convincingly explain why iLEAD Development would be a better choice for Kauai than other CMOs.
Organizational Plan

iLEAD Kauai Charter School

Plan Summary
The iLEAD Kauai governing board was not identified at the time of the application. The applicant stated that the board would be installed within weeks of charter approval and that a vetting process would be used for members to ensure there are no real or perceived conflicts of interest. The applicant plans to recruit members with the skills and experiences needed to provide rigorous academic, operational, and financial oversight. The CMO will provide guidance and support for the board by helping it create bylaws and to assume its new duties. The intent is for iLEAD Development to continue an ongoing relationship with the iLEAD Kauai’s governing board. iLEAD Development is based in California. It operates two charter schools in California and has experience in staffing, professional development, performance management, general operations, and facilities management.

The applicant stated that any deviations from the collective bargaining agreement would be negotiated in a supplemental agreement.

The board will use training and evaluation to continuously develop its efficacy. This will include input from school leadership and management, along with board members’ self-assessments.

Analysis
The organization plan does not meet the standard for approval. While the CMO exhibits some strength in this area, there are significant concerns regarding the lack of understanding regarding Hawaii’s unique environment, particularly with regards to collective bargaining. There are also questions regarding the independence of the proposed school’s governing board.

Many of the materials submitted related to California, not Hawaii. Subsequently, the applicant suggested that these documents were “examples.” However, these “examples” contain very little actual content on which to evaluate the application. Furthermore, while some changes may not be too difficult to make, the application made little, if any, note of the need for such changes to adapt material to Hawaii.

Also, some adjustments from California to Hawaii are likely to be far more difficult than the applicant assumes. For example, the applicant did not have a clear plan in place for adapting its model to Hawaii’s unionized environment and underestimated potential challenges in negotiating needed supplemental agreements. iLEAD Development’s other two charter schools in California are not unionized.

There also is a potentially troubling relationship between the CMO and governing board. Outside research by the Evaluation Team revealed that at other iLEAD Development schools, members of iLEAD Development sit on the school’s governing board. Even though Hawaii law does not currently prohibit this arrangement, there are concerns regarding the independence of the governing board. During the interview, the applicant indicated a willingness to have CMO members serve as advisers rather than school governing board members, if needed. Still, the CMO intended to provide the board with a tool to evaluate the CMO, which begs questions of whether the governing board would have the autonomy and capacity needed to end the relationship with the CMO, if warranted.
Financial Plan

iLEAD Kauai Charter School

Rating

Does Not Meet the Standard

Plan Summary
iLead Kauai will operate under the guidance and oversight of iLead Development, its CMO. The school director, in collaboration with facilitators and the school board, will develop a budget for the upcoming school year. The proposed budget is submitted to the school board for review and approval. The school board develops policies to clearly articulate procedures for expenditures, reimbursements, and contracting services for audits, payroll, etc. Budget reports are updated and shared at regularly scheduled board meetings.

Analysis
The financial plan does not meet the standard for approval. While the CMO has the capacity to implement a sound financial plan, the plan appears to have some incorrect assumptions that. For example, the applicant overestimated operating expenses relating to facilities. The applicant acknowledged that they estimated the cost of utilities based on California rates, clearly exemplifying not having due diligence when preparing the budget to reflect Hawaii’s economy.

The applicant also seemed to underestimate certain costs during the start-up year, preventing the review team and external financial review from determining the future financial outlook of the proposed school. The applicant has not identified private or government funding during the initial year, and there are concerns that the proposed school would enter into year one with a deficit. Should the proposed school not reach projected enrollment, there is significant risk that they would be in position of not being able to cover operational expenses.
Evidence of Capacity

iLEAD Kauai Charter School

Rating

Does Not Meet the Standard

Plan Summary
Key members of the applicant team include Dawn Evenson, Amber Raskin, and Deena Fontana Moraes. Dawn Evenson is the Executive Director of Education of iLEAD Development and has twenty-five years’ experience in education, with expertise in K-8 curriculum, instruction, assessment, school leadership and governance. Amber Raskin is Executive Director of Business Development and Operations of iLEAD Development and has experience in school governance and business management. Deena Fontana Moraes is the proposed school leader. Ms. Moraes grew up on Kauai and has lived in Brazil for the past five years. She is currently an elementary teacher at Pan American School of Bahia in Salvador, Brazil and is pursuing a Master’s in Educational Administration with the University of West Florida.

Analysis
The capacity of the applicant does not meet the standard for approval. In the application and in the interview, the applicant did not identify and demonstrate Ms. Moraes’ capacity in the areas of school leadership, administration, governance, curriculum, instruction, assessment, and performance management. Ms. Moraes explained in the interview that she was “new to all of this” and demonstrated a clear lack of understanding of the qualifications and skills needed to run a school. Prior to the opening of iLEAD Kauai, Ms. Moraes plans to complete a year-long residency at an iLEAD school in California; it is unclear who will be able to manage start-up locally, if the application was approved.

Ms. Evenson and Ms. Raskin demonstrate evidence of their school leadership and management qualifications, but the school leadership seems to be lacking in areas of organizational and financial capacity, as they fail to demonstrate capacity to start and manage a school in this state and seem to have underestimated the challenges of starting and managing a school remotely. In many areas, the applicant’s use of California examples within the application showed a lack of initiative and failure to demonstrate the applicant’s capacity to successfully replicate its model in Hawaii. At times, the application ignored or glossed over important considerations that would impact the school, such as the collective bargaining agreement and the fact that Hawaii charter schools are not nonprofit organizations but state agencies.
Evaluator Biographies

Stephanie Klupinski
Ms. Klupinski is the Commission’s Organizational Performance Manager. She previously worked for the Ohio Alliance for Public Charter Schools as Vice President of Legal and Legislative Affairs. She is an accomplished author with numerous education policy publications and has been a speaker at several conferences on charter schools and charter school law. She is also a Teach for America alumnus and holds a Juris Doctorate and a Master of Public Policy.

Kathy Olsen
Ms. Olsen is currently a charter school facilities financing consultant for clients such as KIPP and the Walton Family Foundation. She has extensive experience in charter school facilities financing, including her prior position as the Director of the Educational Facilities Financing Center where she oversaw the origination of $100 million in facilities financing for 40 charter schools. She has co-authored and edited several publications on charter school financing and was a founding member and is vice chair of the Coney Island Preparatory Public Charter School. She holds a Master of Government Administration from the University of Pennsylvania, Fels Center of Government.

Jeff Poentis
Mr. Poentis is the Commission’s Financial Performance Specialist. He has extensive accounting experience and is a Certified Public Accountant with over 18 years of experience in both the private and public sectors. He holds a Bachelor of Business Administration from the University of Hawaii at Manoa.

Kirsten Rogers
Ms. Rogers is the Commission’s Academic Performance Specialist. She has experience as a middle school teacher at both a charter school in Tennessee and at Wheeler Intermediate, a DOE school in Hawaii. She is a Teach for America alumnus, a former corps member advisor, and former content community leader for the organization. She also holds a Master of Education in Teaching from the University of Hawaii at Manoa.

Stephanie Shipton
Ms. Shipton is currently an Institutional Analyst at the Hawaii Department of Education in the Office of Strategic Reform. She co-authored Hawaii’s ESEA Flexibility application and is currently working on a number of projects, including the Comprehensive Student Support System, implementation of Common Core State Standards, and STEM education. She has worked as a policy analyst with the National Governors Association where she worked on education policy relating to subjects like state strategies to support high quality charter schools and supporting learning outside of the school day. She has researched and written a number of education policy publications, case studies, and governor’s guides and holds a Master of Political Science degree.

Charter School Business Management Inc. (External Financial Review)
CSBM is a firm experienced and focused on financial and organizational consultancy for charter schools. It is based in New York and has extensive nationwide charter school experience.
Exhibit B

Applicant Response for iLEAD Kauai
Introduction:

iLEAD Kauai encourages the Hawaii State Public Charter School Commission to approve our application to open a high performing 21st century charter school for the students of Kauai. Our experience and recognition in operating successful schools have resulted in several accomplishments, including the highest accreditation status from WASC (Western Association of Schools and Colleges.) We have a passion for creating schools that look like life to teach children the skills that they need to thrive in the world. We also have a school leader who has a passion for her beautiful island of Kauai and the children who so desperately need educational alternatives there. We are highly supported by the local Kauai community and hope that we will gain the support of the commission as well.

Although we understand the concerns outlined in the report, we believe that in a number of cases we actually meet or surpass the requirements and intent of the State of Hawaii. In the other areas of concern, we are willing to work to the satisfaction of the Commission to meet the needed standard.

Executive Summary:

A theme throughout the application was an apparent lack of understanding of Hawaii’s unique education environment.

Our school director, Deena Fontana Moraes, was born and raised on Kauai. She began her journey through Hawaii’s unique education environment at three years of age and continued through every level of schooling, including graduate level training at The University of Hawaii-Manoa in the area of Education. Deena also worked at several schools in the islands including Thomas Jefferson Elementary School, Farrington High School, Kaimuki High School, Kauai High School and Waimea High School. Although this may not have been communicated clearly in the RFA, Deena understands Hawaii’s unique education environment intimately. Her desire to open iLEAD Kauai stems from an understanding of the educational options available and a passion to create positive innovations within that environment. The iLEAD Kauai team also includes governing board member, Paul Zina, a respected local administrator in the Hawaii public schools with a reputation for innovation and achievement, as well as many other committed local community members.

The application often used California examples, but failed to explain how the California model would be appropriately adapted to Hawaii.

We have found that the iLEAD school model is highly adaptable to Hawaii. The key to our school culture is our curriculum designed to fit each individual learner’s unique experience. Curricular components such as Project-Based Learning, Design Thinking and Entrepreneurial Development are intended to help the learner grow and learn through life experiences. Other components of our curriculum are universal, such as international learning, leadership and social-
emotional development. These features are relevant in any context and equate success for the individual, and the world. Although we feel that our charter is a good fit in any location, given our focus on building strong community ties and environmental consciousness, it is an especially good fit for Kauai.

Our Character Education model will begin with Covey’s “The Leader in ME” and expand to embrace Hawaiian principles of ethics that constitute the framework of Aloha. Our iLEAD Kauai community will be made up of a different population of people than the population in California and we will encourage all stakeholders to share their talents, passions, education, and interest with our school community. People have already come forward to offer help to create sustainable school gardens, teach yoga, and implement organic cuisine in our kitchen. Finally the “i” in iLEAD, that represents international education, will begin with a thorough investigation of Hawaii’s unique and rich culture and branch outward. iLEAD Kauai’s school motto is “With roots in the islands and wings for the world.”

**The applicant did not fully acknowledge the fact that Hawaii charters are state agencies, not nonprofit organizations, as they are in California.**

As our model school originates in California, charters there are both state agencies as well as non-profits. Our intention is for iLEAD Kauai to be in compliance with Hawaii State Law and charter school requirements.

**Also, the applicant glossed over the challenges it may face in negotiating supplements to the collective bargaining agreement.**

Hawaii’s unionized environment will need to be negotiated and is unlike any other jurisdiction. iLEAD will need to conduct negotiations step by step in relation to the school design to ensure proper operations of the school. We have already initiated informal conversations with two local attorneys who will help guide us through this process and are joined by a team members has also been on negotiation teams with the union. The largest factor to keep in mind in these negotiations is that, iLEAD Kauai will honor its teachers, and create gratifying and fulfilling jobs in Education for Kauai.

**The aforementioned issues become more problematic when factoring in the fact that iLEAD Development would help operate the school from its California base, leading to questions of whether the applicant has the local capacity needed to start a new school.**

Although several years ago, this may have been an issue, technology and travel have advanced in a way to close the gap of physical distance. Many businesses now facilitate communication through the use of these technologies and are able to conduct their affairs over a distance far greater than the distance between Hawaii and California. Take General Electric, for example, ranked by Forbes 2000 as the fourth largest company in the world. Although their headquarters are located in Fairfield, Connecticut, GE effectively conducts business in over 130 countries around the world. The key to their success is something similar to what we will model at iLEAD
Kauai; strong leadership and an active local network, paired with solid company culture, and innovative communication technologies. iLEAD Kauai not only teaches 21st century technological fluencies but also implements these skills on a daily basis.

The single most important factor of success with remote operations is building a strong local team who believes in the vision and is willing to roll back their sleeves to get the job done. Our iLEAD Kauai local team is growing in size and strength as Kauai residents continue to advocate having our school available for their children. (Please see testimonials- http://www.ileadkauai.org/testimonials/) This local group was so dedicated and capable that under Deena Fontana Moraes’ leadership, they were able to organize a public meeting for over 100 people, collect over 200 signatures on a petition, and gather countless testimonial letters in support of the school.

Robert and Nicola Sherill are two people on the local team. The Sherrills run a web design company on the island and are parents of pre-school aged children. As much as they love Kauai, they contemplate leaving the island when their daughters are ready to start school because of the limited educational options available there. In order to make iLEAD Kauai available to their children, they dedicated countless hours volunteering to create and manage our website http://www.ileadkauai.org/. The Sherills are one of many other Kauai families who are committed to the iLEAD Kauai vision and plead with the commission to grant our request.

**Academic Plan:**

**The plan demonstrates a lack of understanding about Kauai.**

Having a director to lead our school whose substance was formed by the dust of the island and whose very nature was molded by the people and reality of Kauai, it is obvious that this concern is about something different than understanding of Kauai culture. Instead, this concern seems to reflect a preoccupation about a divergent approach to education. iLEAD Kauai will be different than any other educational institution on the island. However, our director, who was born, raised and educated on the island, will have no difficulty adapting the iLEAD system to the realities of Kauai. Our school will resemble the real world and we will teach skills that are deeper than what other schools are currently teaching. Although the existing system works for some learners, it does not work for many others and we are passionate about providing alternative options for the children who need a different set of challenges and opportunities for creativity; students like our director who only became excited about education and learning after being exposed to alternative models that differ from the model currently upheld by Kauai’s predominant education culture.

**Although some aspects of the curriculum/instructional components appear strong, the applicant was unable to articulate how its instructional materials aligned with Common Core.**
In our application, we stated that all our projects and our curriculum were carefully chosen and designed to cover the Common Core Standards as a statement about what we are committed to and what we actually do. Further explanation might have been supplied that as common practice in true implementation of project-based learning, education standards including the Common Core Standards and 21st century skills are mapped as learning outcomes into each and every project. Each project not only introduces new standards as part of learning outcomes but also previously covered standards are looped as well. The result of all projects combined is that each standard is covered multiple times. For this reason, it is shown that students retain a deeper understanding of content through the use of project-based learning. Each project has rubrics to evaluate the degree to which the student has demonstrated deep understanding of content knowledge and skills related to the standards. Furthermore, our learners are continually required to adjust and respond to a wide variety of audiences and tasks and to effectively employ 21st century technology skills and resources. We also teach and encourage independence and interdependence through empathy and reflection of other perspectives and cultures.

In teaching mathematics and problem solving, for example, iLEAD uses an integrated approach. Facilitators develop learners’ abstract thinking abilities. They seek multiple approaches, using models (physical, visual and abstract) and simulations to explicitly develop deep understanding of how mathematical concepts apply to diverse situations. Using an inquiry approach, students grapple with real world challenges leading to growth in perseverance and grit.

We have achieved this alignment with Common Core through the careful selection of texts (such as “Singapore Math”), instructional programs (such as “Daily 5” language arts program and Inquiry Maths), and the coordinated professional development of staff.

**There are also concerns regarding the lack of demonstrated academic success of the other two schools managed by the CMO**

Since 2010, iLEAD curriculum has been aligned to the Common Core Standards. However, by state mandate, our students have continued to be assessed on California Content Standards. The state of California has recognized the limitation of this assessment system and has adopted the Smarter Balanced test based on Common Core Standards. Our schools are ahead of the curve in common core instruction and that will soon be evident through a test that is more closely aligned with our curriculum. In validating our school design, our founding school was just awarded Six-Year Accreditation Status, the highest accreditation offered by WASC (Western Association of Schools and Colleges).

**The application continually refers (both implicitly and explicitly) to California; for example, the special education section of the plan is based on California law, and the community section included a Parent University in Spanish, with no explanation of its relevancy to Hawaii.**
Our intention is to be in full compliance with Hawaii law regarding special education. More importantly, we are committed to addressing the needs of our students in order to ensure their success. Our California expertise in complying with special education mandates, which is more onerous in structure and nearly identical in process, we view as a positive. We are still learning terminology that Hawaii uses and some of the process and procedural differences—but these are all resolvable as we prepare for school launch and work collaboratively with the area special education support unit. For example, the Operation Search (referred to in California as Child Find), ELL and IEP are nearly identical. Our conservative calibration and expectation is that in Hawaii, requirements, while different, are at least as complex as California. In addition, both states share the common mission to comply with Federal IDEA guidelines. We are committed to providing care as required by law and in some case exceeding those standards for students with special needs. We should be approved on the basis that we will comply with the requirements of Hawaii and have full capability and experience in providing effective special education support for our learners. As far as “Parent University in Spanish,” this was intended to be an example that shows our ability to meet whatever the customers linguistic needs are, whether they be Spanish, Tagalog, Ilokano or any other.

While some adjustments to Hawaii might be minor (discipline policy, for example), others are more complicated (such as special education and English Language Learners).

**Hawaii Adjustments- Discipline policy**

The iLEAD Kauai discipline policy will emphasize a positive approach in which the student is gradually led to self-discipline. To this end, we will create opportunities for our students to learn problem-solving skills and conflict resolution strategies to help them navigate through their lives and mitigate the need for disciplinary practices. In the circumstances in which disciplinary actions are necessary, we value the principles articulated in Chapter 19- Hawaii Administrative Rules Title 8, Department of Education. However it is necessary to note that our school will look different than other schools in the area. Our children will not be seated in straight rows and asked to listen to lectures and power point presentations. Rather, they will be organized into groups and actively engaged in work on projects.

**Hawaii Adjustments – SPED**

Exhaustive research examining the effectiveness of “pull-out” programs vs. inclusion have concluded that students whose needs can be addressed within the general education setting score higher on academic assessments and exhibit greater socially appropriate behaviors. The movement in Hawaii and across the rest of the country is to employ a comprehensive response to intervention (RTI) approach. In addition, co-teaching opportunities with special education and general education facilitators allows facilitators to truly understand and address the needs of all learners. This is the essence of our belief at iLEAD Kauai: all students can and will learn in an enriching environment that is stimulating and focused on the application of skills and the
discovery of talents. We feel a strong moral imperative to work collaboratively with parents and students to not only develop an individualized education plan that meets the intent of the law, but actually supports the student’s access to engaging learning activities and allows them to be successful. Our teachers are highly trained in collaborative teamwork that addresses the needs of the whole child: academic, social, emotional, physical, mental, and aesthetic. We will work diligently and meaningfully with the special education team members, parents and students to ensure that each of our students is empowered to achieve to their fullest extent.

**Hawaii Adjustments - ELL**

The iLEAD Kauai ELL program will be aligned with Title III of the No Child Left Behind Act of 2001. Our ELL students will attain English proficiency, and meet the same challenging academic standards all students are expected to meet. iLEAD Kauai services provided through the ELL Program will also implement the requirements of Title VI of the Civil Rights Act of 1964 prohibiting discrimination on the basis of race, color, or national origin in programs and activities that receive federal funds. iLEAD Kauai will also be in compliance with Title VI and its regulations requiring that ELL students are able to participate in, or benefit from, regular or special education instructional programs. The standards that will guide our ELL instruction will be Common Core, HCPS III, and WIDA. ELL Learners will be tested annually through the use of the WIDA- Access Placement Test to monitor progress towards their goals.

Additionally, continual references to California raise important questions about the ability and willingness of the applicant to adapt their model to Hawaii.

In any scenario where a model is being adapted to a new place it is important to clearly define negotiable and non-negotiable factors of the model. By defining negotiable factors, the model creates room for adaptation to the new context. By defining non-negotiable factors, the model preserves its essence. It is our understanding that in Hawaii, as well as in the mainland, many challenges with charter schools have revolved around maintaining this delicate balance. For this reason we have outlined the qualities that iLEAD will retain in order to uphold the principles of our proposal and, the qualities where we encourage adaptation in order to make the model relevant thus empowering Kauai citizens to take ownership and make iLEAD their own school. Please see the table below:

<table>
<thead>
<tr>
<th>What makes iLEAD who we are</th>
<th>Why/how this is adaptable to Kauai</th>
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<tbody>
<tr>
<td><strong>Project-Based Learning –</strong> iLEAD is pioneering a strong PBL curriculum in K-8.</td>
<td>By the very nature of project-based learning, the curriculum is centered on the specific realities and culture of the individual school.</td>
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<td><strong>Social-Emotional Curriculum –</strong> We use a holistic approach to educating our</td>
<td>The social-emotional curriculum used at iLEAD includes specific programs that may also be adopted by iLEAD Kauai, but the</td>
</tr>
<tr>
<td>learners, focusing not just on their academic growth but their entire being.</td>
<td>school will develop their own components centered on Hawaiian culture and ethics.</td>
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| **Individual Learning Plans –**  
We differentiate the educational program for each and every learner via goals set in the Individual Learning Plans that are written and maintained by the learner, facilitator and parent. | This is a component that allows for the complete input from the child and their family, therefore tailoring our approach to each child, regardless of their background. |
| **Community Connection –**  
iLEAD schools develop strong connections to the community, drawing heavily on parent ambassadors and volunteers, working with local leaders (educational, political, business, etc.) both on campus and off, and focusing on giving back to our community (“Pennies for Patients,” “Habitat for Heroes,” “Relay Recess for Life,” “One Day Without Shoes,” and many others). | iLEAD depends on the local community to be an integral and living part of our schools’ programs. The schools also reach out to contribute to the community in many ways. This, more than any other factor is what makes each iLEAD school unique and develop its own identity. |
| **Cultivating Leaders –**  
iLEAD continually strives to build leadership capacity in its learners, staff, and families, encouraging all to find and develop their leadership qualities through formal programs (“The Leader in Me,” Leadership Notebooks, Student Ambassadors) and day-to-day practices. | Leadership is a universal skill that applies to every facet of our lives. At iLEAD we seek to inspire our learners with the skills to lead in the 21st century. Honoring culture, environment and background develops ownership and values the unique contribution each one brings to the learning environment. iLEAD Kauai will expand our leadership concept to community building through Alaka‘i which includes coaching, guiding and mentoring others to support growth and self-development. Alaka‘i is all about leading with care for others. |
| **7 Habits Instruction –**  
Learners, staff and families receive continual instruction and training on The 7 Habits of Highly Effective People/Teens/Kids | The premise of Steven Covey’s The 7 Habits of Highly Effective People is also something that bridges all communities. The instructional focus is tailored to learners by their stage in life – 7 Habits for Happy Kids, or The 7 Habits of Highly Effective Teens. iLEAD Kauai will begin there and extend connections with Hawaiian values such as Aloha, Ohana, Kuleana, Malama, Pono, Ha’aha’a, Lokahi and others. |
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<tr>
<th>Creativity and the Arts –</th>
<th>We feel that this is an important part of a child’s education in any setting and is easily adaptable to any educational setting, with its particular talents and resources. The richness of the Hawaiian culture as demonstrated through music, dance, artisanal crafts and unique visual arts will be valued, celebrated and integrated throughout the curriculum.</th>
</tr>
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<tbody>
<tr>
<td>iLEAD values a strong fine and performing arts education, including visual arts, theater and music as an integral part of a strong academic curriculum, developing creativity and abstract thinking.</td>
<td></td>
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<tr>
<td>Service Learning –</td>
<td>A 21st century leader is a giving member of his community. Each iLEAD school, group and individual is given choice as to how and to which causes they give their time and support and these choices will be influenced by the reality on Kauai.</td>
</tr>
<tr>
<td>iLEAD develops a great deal of service learning projects through classroom projects as well as student-driven initiatives, creating a strong sense of global citizenship.</td>
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<tr>
<td>21st Century Technological Skills –</td>
<td>In order to succeed in the current environment, our learners will need to be technologically self-sufficient in any field. This simply becomes a tool that then adapts itself to any setting, need and resources available.</td>
</tr>
<tr>
<td>iLEAD’s curriculum demands that learners develop strong research and technical skills using current technology supported by its heavy investment in materials and infrastructure. Technological literacy is developed reflective of a real world model where technology is used throughout the day to accomplish tasks, gain knowledge, and communicate effectively with diverse audiences.</td>
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<tr>
<td>Voice and Choice –</td>
<td>This is the very premise that makes iLEAD schools so adaptable. It gives each site its own unique identity and culture that reflect both iLEAD Schools and the local community.</td>
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<tr>
<td>Our learners (as well as the rest of our community) are included in many aspects of decision-making, from being given choice in their classroom projects to representing the school publicly.</td>
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Deena Moraes is the proposed school leader. Her primary qualifications seem to be communication skills and local ties, but she lacks many essential qualities, including experience with administration, curriculum and assessment, performance management, and overall instructional leadership.
Deena has been a teacher leader at a SACS accredited international school in Brazil, The Pan American School of Bahia, which offers bilingual instruction. Her time in this environment has given perspective to her career in education and an inspiration to bring new ideas back home to Hawaii. As stated in our application, “At the Pan American School, Deena has been involved in several aspects of school management such as strategic planning, curriculum development, Positive Behavior Support Systems, scheduling, accreditation, faculty evaluation and sustainability. Deena currently holds an MA in Education and is pursing an M.Ed. in Educational Administration.” Our team has chosen Deena because she exemplifies the qualities that we look for in a leader. These qualities are ethics, confidence, communication skills, positive attitude, adaptability, creativity, a sense of humor and an ability to inspire. These qualities do not come in the form of a certification or title. However, Deena’s leadership experiences do form the essential qualities for overall instructional leadership of iLEAD Kauai. Furthermore, she will attend an iLEADership Residency program at one of our iLEAD Schools before opening the doors of iLEAD Kauai.

Leadership: Leadership is related to the ability to communicate, delegate responsibility and inspire people. Deena has utilized these skills throughout the application process to inspire her Kauai community. In her current role at PASB, she utilized these skills to establish a holistic school-wide Character Education program that did not exist before her team started their work. This program evolved to reflect the school values that were defined by the Strategic Planning Committee, in which Deena has also taken an active role. Deena organized the Character Education committee which designed Positive Behavior Support Systems and discipline systems, as well as professional development training. Her efforts were so well received that she presented her work on Conflict Resolution Strategies at the International AASSA Conference held in Quito, Ecuador in 2012.

Administration: Deena also was responsible for creating a summer program called Academy Kids. This initiative came about entirely from her individual efforts and the efforts of the team that she built. Two years ago, the school experienced an excessively long summer break as a result of anticipated construction at the school. Realizing a need for parents to be able to have safe and stimulating activities for their children, and a need for students to maintain bilingual language skills, Deena created Academy Kids. Deena managed all administrative aspects of the program including planning, budgeting, evaluation, advertising, curriculum and community relations. The program just completed its second year and has received several accolades from the student, parent and wider school communities.

Governance: Deena has already begun to assemble a top-notch board for the school that includes individuals from Education (Paul Zina- Administrator at Wilcox Elementary School and Becky Downey- School Reform Specialist), Law (Hartwell Blake- Former Kauai County Attorney) Business (Thomas Lambert- Owner of Kauai Guardian Storage), and Accounting (Steve Oberg-Oberg & Free CPA). iLEAD Kauai also has received the support of House District 15 Representative, Derek Kawakami.
Curriculum: Deena not only has completed Master’s level coursework in Curriculum Development but has also been a key figure in articulating the curriculum at her current school. She has helped develop Scope and Sequence of curriculum objectives in alignment with Common Core Standards. She also worked to align standards vertically and horizontally with other subjects and other grade levels. Finally, Deena has taken an active role in implementing AERO Social Studies Curriculum and The Next Generation Science Standards into the Curriculum at her current school.

Instruction: Deena has effectively taught K-12th graders throughout her career in education. She earned a Post-Baccalaureate Degree from the University of Hawaii in ELL Practices, a Master’s degree from The University of Alabama in Elementary Instructional practice, and is currently pursuing an additional M.Ed degree in Educational Administration.

Assessment: Deena plays a key role in implementing standardized assessments at her school. She uses the data collected to drive her instruction throughout the year. Her experiences have included practice and exposure to DIBELS, MAP, ERB, and WIDA. Deena has also begun researching and learning more about the Hawaii State Assessment system.

Performance Management: Deena lead the Teacher Evaluation Committee that was responsible for implementing the American Association for Schools of South America Teacher Performance Evaluation System at the Pan American School of Bahia. Under her leadership, this committee evaluated the AASSA performance management system and ultimately made a decision for school-wide implementation. She also hired and evaluated her teachers at the Academy Kids program to provide constructive feedback and support for improving performance.

Although these factors each individually contribute to her qualifications to run our school, the reason that we have chosen Deena is because she is a true leader. Deena’s actions inspire others to be more than they are today by working together to create a better future for the children and families of Kauai tomorrow.

Additionally, the proposed leader did not do any research about CMOs when deciding to work with iLEAD Development. There are many such organizations from which to choose and Ms. Moraes did not convincingly explain why iLEAD Development would be a better choice for Kauai than other CMOs.

This was a collaborative effort as a joint vision between Deena and iLEAD to create a school for the children of Kauai. iLEAD’s “Montessori-like” school design was exactly in alignment with this vision. Obviously as a joint development process, no other CMOs were considered.

Organizational Plan:

The iLEAD Kauai governing board was not identified at the time of the application.

Since the time of the application we have seated several key local figures on our board including the list of people mentioned above. Although the iLEAD model comes from California, iLEAD
Kauai will be a local school with local teachers and a local governing board.

Many of the materials submitted related to California, not Hawaii. Subsequently, the applicant suggested that these documents were “examples.” However, these “examples” contain very little actual content on which to evaluate the application. Furthermore, while some changes may not be too difficult to make, the application made little, if any, note of the need for such changes to adapt material to Hawaii.

iLEAD Kauai will utilize California models to create our own materials and documents. Having the California samples will give us great guidance as we do so. Transforming these documents to reflect the specifics at iLEAD Kauai will be one of the activities that we will be engaged in over the next 1½ years as we prepare to open our doors to the Kauai community.

Also, some adjustments from California to Hawaii are likely to be far more difficult than the applicant assumes. For example, the applicant did not have a clear plan in place for adapting its model to Hawaii’s unionized environment and underestimated potential challenges in negotiating needed supplemental agreements. iLEAD Development’s other two charter schools in California are not unionized. Hawaii’s unionized environment serves to ensure an outstanding learning environment for students while providing protections and support for facilitators. iLEAD Kauai will conduct negotiations step-by-step in relation to the school design to ensure proper operations of the school. However, any presumed adjustments to iLEAD’s plan or design is premature prior to conducting these sensitive negotiations and thus it is premature for the Hawaii Public Charter School Commission to expect specifically laid-out adjustments. Our goal is to implement the iLEAD school design with as much fidelity as possible subject to concessions that may occur during negotiations.

There also is a potentially troubling relationship between the CMO and governing board. Outside research by the Evaluation Team revealed that at other iLEAD Development schools, members of iLEAD Development sit on the school’s governing board. Even though Hawaii law does not currently prohibit this arrangement, there are concerns regarding the independence of the governing board. During the interview, the applicant indicated a willingness to have CMO members serve as advisers rather than school governing board members, if needed. Still, the CMO intended to provide the board with a tool to evaluate the CMO, which begs questions of whether the governing board would have the autonomy and capacity needed to end the relationship with the CMO, if warranted.

The iLEAD Schools Development CMO has already stated that we are willing to have its members sit as “advisors” of the board even though having its representatives sit on the board is technically “allowable by law.” However, even if iLEAD had board representatives, conflicts of interest policy would dictate that those members would need to recuse themselves from votes and even discussion of matters related to the CMO. This would seem to accomplish and satisfy the concern raised. The concern about the CMO providing the board with an evaluation tool that
would compromise its autonomy is unwarranted. Any vendor could supply an evaluation tool and ask clients to use it as a method to evaluate. It does not mean that the board has to use the evaluation tool provided. If the evaluation tool is delivered up front and is objective in looking at areas of whether the CMO has fulfilled its obligations and provided the support promised, this would be a good tool. In other words, agreeing up front about the criteria by which the CMO is to be evaluated would benefit not only the school but also the Hawaii Public Charter Schools Commission in having a more objective evaluation method and a method to end the relationship if warranted.

**Financial Plan:**

While the CMO has the capacity to implement a sound financial plan, the plan appears to have some incorrect assumptions. For example, the applicant overestimated operating expenses relating to facilities. The applicant acknowledged that they estimated the cost of utilities based on California rates, clearly exemplifying not having due diligence when preparing the budget to reflect Hawaii’s economy.

Over-estimating operating expenses and facility costs is our deliberate conservative budgeting approach to ensure that the school will have sufficient operating capital. Too many charter schools tend to go the other way and under budget for these cost items. Until facilities have been fully negotiated and contracted, cost of those facilities and operating costs may vary tremendously if for some reason we had to search for second and third options. It is better to be conservative.

Furthermore, comprehensive research was conducted in a search for optimal, available space for lease and/or purchase. Four facilities are currently available and were used to develop cost estimates for space and utilities. Negotiations would firm up all costs for leasing as well as site improvements. Three sites are in the Lihue area. Site 1 has 15,000 square feet of space. Lease rate is $15.60 per square foot with additional costs for CAM and utilities. Annual lease cost, including utilities, is $300,000. Site 2 has 8,670 square feet of space. Lease rate is $29.16 including CAM and utilities for an annual cost of $252,817. This site would not be large enough to accommodate the school at full capacity. Site 3 has 22,300 square feet available with a lease cost of $114,399. However, it is actively being marketed for sale with an asking price of $1.95M and needs a great deal of refurbishment, which the current owners are unwilling to cover. Unless we entered into a lease/purchase agreement, it is likely we would find ourselves making capital improvements to the site then moving within a year. Site 4 is in the Kilauea area, outside our desired zone. The 10,300 square foot site is leasing at $25.50, plus RP tax and utilities, for an annual cost of $294,003. The amount budgeted is $346,200 which covers leasing and utilities. In our experience with our other two schools, prudent planning necessitates allowing for contingencies in site improvements, utility agreements, and other unforeseen issues that arise when converting space to accommodate educational needs. Overestimates for the 3 sites that would require the least, albeit substantial, improvements range from 13-27%. The most desirable property has the lowest lease cost but requires a great deal of site improvements.
While the overestimate on leasing was 65%, the bulk of the budgeted balance ($231,802) would need to be applied to improvements and/or put towards the purchase price of the building. Sites 1 and 3 may be able to accommodate our needs at full capacity, making them highly desirable. To support our site needs, we are working in collaboration with Milo Spindt, a highly experienced broker with Kauai Realty, who has pledged support of iLEAD Kauai in assisting us with site acquisition and improvement negotiations. In addition, we have entered into partnerships with two local attorneys and are actively seeking referrals for reliable contractors in anticipation of our authorization.

The applicant also seemed to underestimate certain costs during the start-up year, preventing the review team and external financial review from determining the future financial outlook of the proposed school. The applicant has not identified private or government funding during the initial year, and there are concerns that the proposed school would enter into year one with a deficit. Should the proposed school not reach projected enrollment, there is significant risk that they would be in position of not being able to cover operational expenses.

$1.2 million startup funding as an overall number is a middle-of-the-road average cost of launching an elementary-level charter school in the western states when compared to other CMO schools and should be more than sufficient—the big variable being facilities costs. Some CMOs have higher numbers primarily from a high CMO overhead in school development costs. This is not the case with the iLEAD structure. We are committed to keeping costs down while offering a quality, engaging learning environment. To this end, once authorized, we will explore all possibilities for housing our school, including using facilities such as church meeting spaces which are not utilized during the week, leasing available classroom space at public or private schools, or entering into partnerships with community centers that are available during school hours. The driving factors are being able to offer high quality education using the most cost-effective means possible. iLEAD Schools Development, our CMO, has a well-earned reputation of finding creative solutions that benefit the learners as well as the bottom line. We will bring this experience to work collaboratively with the community to ensure our children attend school in a safe space that meets their needs.

Achieving lower than expected enrollment figures for the beginning years of any charter school would be challenging and potentially put a charter school in a position to not be able to cover operational expenses. This is why having the proper facilities that the community and parents feel proud of along with strong community relationship building and student recruitment/marketing efforts are so important—which is a strong skillset of the iLEAD team. We already have several families who are committed to enrolling their children in iLEAD Kauai. In addition, we have a strong marketing plan aimed at building relationships within the central and eastern Kauai communities during the 18 month period prior to opening to ensure that our enrollment is solid and our financials are balanced.
To The Public Charter School Commission of Hawaii,

April 3, 2014

I am writing this letter as a board member of the iLEAD Kauai proposed charter school for the island of Kauai. Having been vice principal and acting principal of a number of well-respected public schools on the island, I am always looking for new ideas to infuse into our community. I first came across the iLEAD Kauai Charter School proposal in a presentation at our Kauai Lodge of Free and Accepted Masons and was deeply intrigued by the ideas and approaches of iLEAD. I also attended the public meeting held on the island and was pleasantly surprised to see such a wide turn out of important community members who were present to learn more and lend their support to the project. As I shared with Deena, there was significant positive sentiment in the room that night and an overwhelming response that Kauai was ready for this new school alternative amongst the many people present.

As an educator and administrator with a long-standing record on the island, I was initially cautious about lending my support, but as I learned more about the project and about the successes that they experienced at their other schools, I was infused with enthusiasm for a well-structured system for project-based learning that is so needed on the island. The iLEAD ideas and approaches deeply resonate with the chiefs in public education and with the needs that we have on the island to provide see and appropriate alternative learning options. With all of this in mind, I am enthusiastic to lend my support to the iLEAD Kauai governing board. I am confident that although the iLEAD model originated in California, the structure of their system will be easily adapted to the reality of our island and our state.

I am even more confident to lend my support to the project after observing Deena Fontana Moraes’ leadership abilities and efforts. Deena is a talented and articulate local Kauai girl who left the island to gain education and experience in the global community. She is passionate to return to her home and dedicate her energy and efforts to create the very best institution possible for our kids. Deena was my teaching colleague at Waihee High School and has deep roots on our island. Due to the fact that she has spent the last several years working in an International school environment, one way that I believe that I can support the iLEAD Kauai effort is by helping to advise the team about the intricacies of our current Hawaii DOE system.

On behalf of the Island of Kauai, I urge the board to approve the iLEAD Kauai proposal for the 2014-2015 school year.

Please feel free to contact me if you should have any questions.

Sincerely,

Pat Zina
Public School Administrator
To the State Public Charter School Commission:

As a board member of the newly established iLEAD Kauai school proposal, I wanted to offer to you my thoughts about Deena Fontana Morales and her ability to be an effective leader. I have known her for over ten years. During this time, she has proven herself to be highly competent in organizing and establishing vital programs. When she was a college student, she won a Kauai Rotarian scholarship to continue her education abroad. She was sent to Brazil for her studies, and the two requirements for her scholarship were her participation as a goodwill ambassador for the Rotarian program and to fulfill her studies, both of which she fulfilled. However, while she was there, she identified a dire need for water among one of the outlying villages. At the time, the people of the village had to walk many kilometers a day to access water, and because of a lack of modern conveniences, they had to carry water to their village. It was quite an ordeal, and it was how it had been done for the people in the village for centuries. Because of that, there had been a lack of local leadership that implemented modern conveniences for that particular village. Deena was horrified by it, and she was concerned about the health safety of the people of the village. She knew that as a consequence of the difficulty in obtaining the water, the village people were often sacrificing their health by drinking untreated water. Therefore, she led a movement among the local Rotarian group to advocate for the installation of a necessary water infrastructure for the village. She was instrumental in creating a system whereby the people in the village have water to this day. This was truly heroic, and it showed the level of leadership through persistence, positive action, and the necessary follow-through to see it through. It also demonstrates how she was able to motivate and engage the local leaders, who came from a different culture, to a cause she felt passionate about.

Deena has often exemplified a concern for her community and has shown compassion to those who are often forgotten. Another example of those exhibited traits is when she noticed that the children of Salvador, Brazil were left unattended both in and out of school. In particular, during the extended break between school years, the children would become academically bored but also occupied their time in environments which were unsafe. Deena saw a need in the community for an academy which would be devoted to children where they could go on a continual and regular basis to learn and play, within the safety of a controlled environment. She established such a program, arranged for the funding, and created the organizational support so that this program is offered annually. It has grown in size and participation, to the point that the results' success has lead others to study it for replication elsewhere.

I find both these programs to be amazing and a benefit to the intended communities. They demonstrate Deena's creativity and ability in solving problems locally. I believe strongly that she could lead a team to create an inspired, life-enriching and academically focused school program here in Kauai, using the same skills that she successfully applied in Brazil. I trust she will surround herself with able-minded and dedicated individuals, thereby creating a dynamic program, which will be a benefit to the children of Kauai.

If you should have any questions, you may reach me at 808.651.1697.

Sincerely,

Thomas Lambert
1481 Makana St.
Lihue, HI 96766
Exhibit C

Evaluation Team Rebuttal for iLEAD Kauai
Charter Application for
iLEAD Kauai Charter School

Submitted by
iLEAD Schools

Evaluation Team
Team Lead: Stephanie Klupinski
Evaluators: Kathy Olsen
Jeff Poentis
Kirsten Rogers
Stephanie Shipton
As the applicant for the proposed charter school iLEAD Kauai Charter School (“iLEAD Kauai”) has taken the time to respond to the recommendation for denial, the Evaluation Team would like to offer these statements in response to the applicant.

Executive Summary.

The applicant acknowledges that “[t]he single most important factor of success with remote operations is building a strong local team.” The Evaluation Team agrees; however, the application did not include evidence of a strong local team, or at least one that has had a lot of input in the proposed school’s application. The proposed school leader was raised on Kauai but currently lives in Brazil. In fact, none of the five people from the applicant’s team who attended the interview currently reside in Hawaii.

Moreover, although the applicant’s response included information about local people who would help launch iLEAD Kauai, this was new information that was not mentioned in the original application. In particular, the original application did not mention that Paul Zina (a local public school administrator) would serve on the school’s governing board nor did it mention that Robert and Nicola Sherill (a family living on Kauai) would serve on the local team.

The Evaluation Team remains concerned about the ability of iLEAD Development, which only has two charter schools that are both in California, to open and manage the operations of a Hawaii charter school.

Furthermore, the applicant states in its response that California charter schools are state agencies and nonprofits, a statement that the Evaluation Team believes is generally inaccurate and was not made in the original application. Moreover, the Evaluation Team believes that Hawaii’s charter environment is significantly different than California’s. The applicant continually referred to Hawaii charter schools as non-profit organizations, showing that they do not fully understand the implications of the fact that Hawaii’s public charter schools are state agencies.

Finally, the applicant states in its response that its character education model would be expanded “to embrace Hawaiian principles of ethics that constitute the framework of Aloha.” Again, this information was not included in the original application. The Evaluation Team did not consider the testimonials included in the applicant’s response as these were also not included in the original application.

Academic Plan.

The Evaluation Team remains concerned about the lack of demonstrated success from the two existing iLEAD schools in California. Although the applicant points out that the founding school was awarded six-year WASC accreditation, this information is new and was not provided in the original application. Even if the original application had mentioned the WASC accreditation, it would not have alleviated the Evaluation Team’s concerns, because WASC accreditation is more about process than successful academic outcomes. The applicant asserts that their success in Common Core instruction will “soon be evident.” The Evaluation Team encourages the applicant to reapply when it has evidence of this success.

Additionally, although the applicant now states that they will comply with Hawaii’s requirements, the original application continually referenced California law and policy and seldom acknowledged that changes would need to be made. The original application would have been strengthened by an
acknowledgement of the areas where Hawaii law and policy differ from California and by a plan for addressing those differences.

The applicant also did not include evidence of meaningful adaptations of its program to Kauai in the original application. The table provided on pages 6-8 of the applicant’s response, detailing what the applicant would change to make its educational model adaptable to Kauai, would have been helpful had it been included in the original application. At the same time, this chart highlights the extent to which the pedagogy presented in the original application does not reflect any adaptation to Kauai; once adapted to Kauai, there may be significant differences. Moreover, the Evaluation Team remains concerned about the applicant’s capacity to adapt its model to Kauai, rather than reproduce it.

Finally, the applicant has included additional information about their proposed school leader; however, this is new information that was also not included in the original application and will not be considered by the Evaluation Team.

Organizational Plan.

As previously mentioned, the original application should have addressed the process of adapting their model to Hawaii in more detail. In this section of the response, the applicant states, “Transforming these documents to reflect the specifics at iLEAD Kauai will be one of the activities that we will be engaged in over the next 1 ½ years.” The Evaluation Team was unable to determine whether the applicant could successfully translate the California model to Hawaii because the application did not adequately address what this work would require and how it would be accomplished.

Additionally, the Evaluation Team does not believe it is premature to ask applicants what adjustments would be made if their attempts to negotiate a supplemental agreement with the unions were unsuccessful. Members of the Evaluation Team are well-aware of challenges other Hawaii charter schools have faced negotiating supplemental agreements. Charter applicants, particularly those accustomed to running charters in non-unionized environments, should have contingency plans for areas that would require significant deviation from master collective bargaining agreements. Also, the applicant shared that it has contacted two local attorneys about negotiating a supplemental agreement. This is new information that the Evaluation Team will not consider, but this is problematic because under state law the State Department of the Attorney General serves as legal counsel to charter schools and governing boards. Private counsel cannot be hired unless the school or board is granted a waiver by the Governor.

The Evaluation Team mentioned the evaluation tool, not because of violations of existing law or conflict of interest issues, but to highlight the concern that the governing board could essentially be a rubber stamp for the CMO.

Finally, as mentioned above, the local board members identified in the applicant’s response were not mentioned in the original application.

Financial Plan.

While overestimating operating expenses is a sound, conservative budgeting approach, the applicant did not use due diligence when preparing the budget for iLEAD Kauai. For example, at the interview, the applicant stated that the estimates used in the budget for the facility and utilities were based on
California rates. Note that applicant’s interview statement is in contradiction to the applicant’s response now, which states that there was comprehensive research done on specific sites in Lihue to develop the cost estimates for the facility and utilities. This is also in contradiction to the applicant’s original application where their ideal facility was described as being “within the geographical boundaries of Kauai[;]” there was no mention of Lihue specifically in description of the location of an ideal facility. The applicant’s response is the first time that specific facility sites, locations, and sizes have been presented. As such, this is new information that the Evaluation Team will not consider.

The year that is truly a concern is the start-up year (year zero) for which the budget provided has no figures. Without a year zero starting point, the Evaluation Team is unable to determine whether the applicant would be operating at a deficit going into the first year of operation and what the proposed school’s projected expenses are. Furthermore, the applicant states in its response that the research conducted to produce the figures that are in the budget are based on average costs for “an elementary-level charter school in the western states,” only furthering the concern that the applicants have not conducted proper due diligence on starting a school on Kauai. Additionally, the Evaluation Team is concerned about research conducted on the average elementary charter school when the proposed school plans to serve grades K-8, especially as the traditional departmentalization of subjects can significantly impact a school’s budget. The applicant did provided a contingency plan in the event that there is difficulty meeting monthly cash flow requirements, however, that contingency plan requires iLEAD Kauai to seek and obtain a line of credit with an approved banking institution. A charter school, however, as a state agency, will most likely be prohibited from incurring debt by taking out a line of credit. This contingency plan illustrates, again, the applicant’s lack of understanding about regulations and restrictions on schools as state agencies and lack of research into state law.

The Evaluation Team appreciates the effort and dedication the applicant has shown throughout the application process.
REGULAR MEETING OF THE BOARD OF DIRECTORS

January 22, 2014 – 7:00 p.m.
Administration Building
200 N. Bernard Street

Dr. Jeffrey D. Bierman, President
Susan S. Chapin, Vice President
Rocco N. Treppiedi
Robert H. Douthitt
Deana M. Brower
Scott Hinshaw, Student Advisor to the Board of Directors

MISSION STATEMENT: It is the mission of Spokane Public Schools to develop the skills and talents of all students through rigorous learning experiences, relevant real-life applications, and supportive relationships.
Spokane Public Schools
Board of Directors
Meeting

The Board meets at 7 p.m. on the second and fourth Wednesday of each month. On holidays, or when a conflict occurs, a meeting may be held at an alternate time and/or date, with proper notification given to the media.

AGENDA

I. OPENING OF MEETING
   A. Roll Call
      Dr. Bierman
      Ms. Chapin
      Mr. Douthitt
      Mr. Treppiedi
      Ms. Brower
      Mr. Hinshaw
   B. Flag Salute
   C. Procedure for Hearing of Delegates
   D. Introductions

II. APPROVAL OF MINUTES
   A. December 18, 2013 Special Meeting
   B. December 18, 2013 Regular Meeting
   C. January 8, 2014 Special Meeting
   D. January 8, 2014 Regular Meeting

III. CHANGES IN THE AGENDA FROM THE BOARD OR THE ADMINISTRATION

IV. GOOD NEWS ITEM
   A. Program Recognition
      Mr. Kevin Morrison
      Interim Director,
      Community Relations

V. HEARING OF DELEGATES ON ITEMS NOT ON THE AGENDA
   (Citizens wishing to speak on items not on the agenda should step to the podium and give their name and address before beginning their comments to the Board. Each person's comments shall be limited to five minutes or less as deemed appropriate by the President of the Board. The Board's role will be to receive comments, and will only respond in two circumstances: 1) to clarify a speaker's point that may have been unclear, and 2) to correct an apparent mistake of fact or policy once all the presenters are finished. No formal action will be taken on comments at this time.)

VI. EARLY BOARD REPORTS
   A. Student Advisor to the Board
      Mr. Scott Hinshaw

VII. CONSENT AGENDA
   Approval of the Consent Agenda means that ALL items appearing in this section are adopted by one single motion, unless a member of the Board or the Superintendent requests that any item be removed from the Consent Agenda and voted upon separately.
   A. Long Distance Travel Requests
      • North Central High School Wrestling – January 15-18, 2014 – Orem, UT
      • Ferris High School Jazz Orchestra – February 27 – March 2, 2014 – Missoula, MT
B. Solicitation Award
   • RFP 16-1314; General Contractor/Construction Manager Service for Hutton Elementary
     School Modernization and Addition Project
C. Audits
D. Gifts and Grants
E. Minimum Wage Increase
F. Resignations, Retirements, Nominations and Leaves of Absence and Supplementals, if applicable
G. Travel Report

VIII. NEW BUSINESS

A. Teaching and Learning Services
   1. Chemistry Textbook Adoption *Action*
      Mr. Eric Magi
      Instructional Programs

   2. Final Reading of Policy 3152: Intradistrict Transfers *Direction Needed - Action*
      Dr. Steven Gering
      Chief Academic Officer

   3. Authorizing of Charter School Applications *Action*
      Dr. Steven Gering
      Chief Academic Officer

   4. Adoption of Spokane Public Schools District/Charter Collaboration Compact *Action*
      Dr. Steven Gering
      Chief Academic Officer

B. School Support Services
   1. Interim Financial Report *Information*
      Dr. Linda McDermott
      Chief Financial Officer

IX. BOARD REPORTS
   a. Legislative Update Directors Brower and Bierman
   b. WSSDA Legislative Committee President Douthitt
   c. Citizen Correspondence Secretary Director Brower
   d. K-12 Options Committee Directors Treppiedi and Chapin
   e. SPS Foundation Director Brower
   f. Spokane County School Directors Director Chapin
   g. Federal Relations Network Director Treppiedi
   h. WIAA Board Director Douthitt
   i. Cradle to Career Update Director Chapin
   j. Growth Management Committee Update Director Bierman

X. QUESTIONS/REQUESTS FROM BOARD REGARDING UPCOMING PRESENTATIONS

XI. SUPERINTENDENT’S REPORT

XII. ADJOURN

UPCOMING MEETINGS

February 5, 2014 – 5:30 p.m. – Special Meeting – Administration Building, 200 N. Bernard St.
February 12, 2014 – 5:30 p.m. – Special Meeting – Administration Building, 200 N. Bernard St.
February 12, 2014 – 7:00 p.m. – Regular Meeting – Administration Building, 200 N. Bernard St.
SPokane SCHOOL DISTRICT NO. 81

Resolution No. 2014-02

A BOARD RESOLUTION TO DENY A CHARTER SCHOOL APPLICATION

WHEREAS, the School District received a Charter School application from iLEAD Schools Development; and

WHEREAS, iLEAD Schools Development has complied with the procedural requirements and application elements under RCW 28A.710.130 and RCW 28A.710.140; and

WHEREAS, iLEAD Schools Development has not demonstrated sufficient competence in each element of the School District’s published approval criteria and is not, at this time, likely to open and operate a successful public charter school based on the submitted application; and

WHEREAS, the Board’s decision whether to approve or deny iLEAD Schools Development’s application is based on documented evidence collected through the application review process; and

WHEREAS, the Board’s decision whether to approve or deny iLEAD Schools Development’s application has followed charter-granting policies and practices that are transparent, that are based on merit, and that avoid conflicts of interest, whether real or apparent; and

WHEREAS, the Board has employed procedures, practices, and criteria consistent with nationally recognized principles and standards for quality charter authorizing; and

WHEREAS, the Board has given preference to applications for charter schools that are designed to enroll and serve at-risk student populations and iLEAD Schools Development is designed to enroll and serve at-risk student populations; and

WHEREAS, the Board’s application review process included thorough evaluation of each application, an in-person interview with the applicant group, and an opportunity in a public forum including, without limitation, parents, community members, local residents, and school district board members and staff, to learn about and provide input on each application;

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of Spokane School District No. 81 that the Charter School application for iLEAD Schools Development is hereby denied for the reasons set forth above.

MEMBERS, BOARD OF DIRECTORS

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ATTEST:

______________________________
Secretary, Board of Directors
Presentation Length: 1 minute
Discussion Length: 20 minutes

Agenda item
Authorizing Charter School Applications

Presented by
Steven Gering

Direction Needed
As an approved authorizer, state law requires the board of directors of Spokane Public Schools to take action on each application by February 24th. We have move forward our recommended decision deadline slightly earlier to allow us to get all required reports to the State Board of Education by March 6th which is also required by law.

Goal(s)
To take action on each charter school application turned into Spokane Public Schools as required by law.

Background/Rationale
As an approved authorizer, we have agreed to follow the rules as outlined by the state which require us to take action and notify each prospective applicant.

Stakeholder/Staff Involvement
We have been actively involved as a staff in the entire authorization process. This is the culmination of our authorization activity. On each application, we have had staff members read and score each application and participate on a team decision in regards to recommending to deny or approve each applicant.

Budget Impact
Since we are viewing charter schools to be a part of our larger organization, the dollars will shift depending upon enrollment but will not be a net loss. Overall amounts of shifting of resources will depend on enrollment numbers and a host of other factors.
Timeline
Action is required (either way) by February 24th by state law for this first round of applicants.

Pros and Cons
The pros and cons of each individual application will be in the recommended report that will be received by the board. Overall, recommendations from outside organizations and approved authorizers are to only approve outstanding applications. Applications that score highly in all categories tend to start stronger and have a better track record. Research has shown that charter schools that start strong tend to do well; charter schools that get off to rocky starts do not have a track record (nationally) of rebounding from the poor starting performance and becoming high performing schools.

Overall, pros and cons for charter schools and for Spokane Public Schools becoming an authorizer have been addressed at other work sessions.

Staff Recommendation
The team decision from the application, interviews, and due diligence reports is to deny the applications for iLead and the Academy of Arts and Science. And staff recommend approval of the application for Pride Prep. Supporting documentation will be sent as soon as it is received this weekend and will be included in late handouts. Additional information include the due diligence reports and initial recommendations.

Identified Evaluation Tool to Measure Success
Any approved applicants will be reviewed annually. A charter school performance framework has been developed to measure and track progress.

MOTION:

SECOND:

VOTE:
TO: Spokane Public Schools Evaluation Team
FROM: NACSA
DATE: January 3, 2014
RE: CMO Due Diligence Report: iLEAD Schools Development

A quality authorizer engages in a range of activities to assess an applicant’s plans and capacity to operate a high-performing school. NACSA’s Principles and Standards for Quality Authorizing provide that when experienced charter school operators apply for a new school, the authorizer should conduct “due diligence to examine the applicant’s experience and capacity.” Due diligence refers to review of an experienced operator’s record of academic, organizational and financial performance.

This due diligence report supplements evaluation of the plan submitted by the applicants. The purpose is to provide the evaluators and the authorizer information about the proposed charter management organization (CMO) that may be relevant to a determination of whether the applicants have met the statutory criteria for approval. To the extent that the report identifies potential questions or concerns related to the criteria for approval, these findings are highlighted as areas for further inquiry.

Report Structure
The Introduction to the report provides an overview of the operator based on information provided in the application and supplemented by other information presented by the operator, primarily through the operator’s website. The Introduction also summarizes key findings from the report.

The review of Academic Performance includes publicly available performance information for the operator’s existing schools. The review gives attention to the overall record of performance in comparison to the district or state in which the schools are located, as available.

The section on Organizational Performance outlines the operator’s mission, vision, organizational history and leadership, and emphasizes capacity aspects of the CMO’s structure and operations.

The section on Financial Performance provides a review of the operator’s financial health based on financial reports, audits and other relevant financial information. Issues identified for further review are based on professional standards for sound financial health that are generally applicable to not-for-profit organizations and particularly to the operation of networks of charter schools.

Sources
NACSA conducts due diligence both as a regular part of its application process management and as an independent service to support authorizers in making quality application decisions. The reports present information gathered from the following types of sources:

- Self-reported (charter application, operator website, etc.)
- Online searches
- Publicly available research studies, evaluations, and financial filings
- Publicly available authorizing agency reports (e.g., annual reports)
- Publicly available state and local agency reports (e.g., state accountability information)
- Interviews with authorizers and others in the charter community
iLEAD SCHOOLS DEVELOPMENT REPORT
INTRODUCTION

iLEAD Schools Development has submitted an application to open as a K-3 charter school that will grow to serve grades K-8. If approved, the iLEAD Spokane Charter School would be the third school in the iLEAD Schools Development network.

iLEAD Schools Development is a recently formed CMO that developed from two charter schools in southern California. Those schools are a K-12, founded in 2008 and a K-6 founded in 2012. The name iLEAD is an acronym for “international, Leadership, Entrepreneurial development, Arts, Design.”

The women who founded the two schools have established a new organization for the purpose of opening new schools and spreading the model of instruction. The model focuses on the “whole child” and employs project-based learning, multi-age classrooms, and a non-traditional layout of its facilities.

The CMO, iLEAD School Development (“iLEAD”), seeks to establish iLEAD Spokane Charter School (“iLEAD Spokane”) to serve at-risk student populations in Washington. Previously, iLEAD has been criticized for operating its two charters in relatively affluent and high achieving school districts. In addition, critics have noted that the student populations of its schools do not reflect the demographics of the districts in terms of racial and economic diversity. Achievement measures indicate that Hispanic and low-income students significantly lag other groups within the school.

iLEAD does not have any applications currently pending before other authorizers. The leadership intends to expand the CMO, but growth plan have not yet been clearly defined.

ACADEMIC PERFORMANCE

All of the schools currently operated by iLEAD are located in California. The California Department of Education administers a statewide assessment program that annually produces an Academic Performance Index (API) for each school. A school's API is a number that ranges from 200 to 1000 and the state has set 800 as the API target for all schools to meet.

In 2013, the first school founded in the iLEAD network, Santa Clarita Valley International Charter School (“SCVI”) failed to meet both schoolwide and Hispanic student API growth targets. The school is located in a relatively high-performing district and iLEAD schools enroll lower percentages of Hispanic and FRL qualifying students than both the state and the districts in which they reside.

iLEAD Lancaster Charter School opened in 2012 and did not have a valid 2012 Base API. Consequently, no growth or target information is available.
The California Standards Tests ("CSTs") are criterion-referenced tests that assess the California content standards in ELA, mathematics, science, and history-social science. Students in grades two through eleven take multiple-choice CSTs for various subjects. Students in grades four and seven complete a writing assessment—the CST for Writing—as a part of the CST for ELA.

iLEAD school performance is not strong. In ELA, the Lancaster school performed below both state and district averages in 2013. SCVi outperformed the state but was significantly below the district in ELA. In math, both schools performed below both the state and district averages. The color coding system in the table below represents a ranking exclusively against the statewide average: Green = at or above the statewide average; Yellow = below the statewide average by 5 percentage points or less; and Red = below the statewide average by 6 percentage points or more.

Teaching low-income and Latino Students
It is noteworthy that the school is serving a relatively lower at risk population than the state or district average. The test results that accompany California’s School Accountability Report Card call into question iLEAD’s efficacy in educating Hispanic and low-income students. The accompanying chart shows the percentage of Hispanic and low-income students showing proficiency falls substantially below the school average and far short of the district average.
Standardized Testing and Reporting Results by Student Group – Most Recent Year

<table>
<thead>
<tr>
<th>Group</th>
<th>English-Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
<th>History-Social Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students in the LEA</td>
<td>65%</td>
<td>48%</td>
<td>70%</td>
<td>58%</td>
</tr>
<tr>
<td>All Students at the School</td>
<td>57%</td>
<td>35%</td>
<td>53%</td>
<td>39%</td>
</tr>
<tr>
<td>Male</td>
<td>53%</td>
<td>38%</td>
<td>60%</td>
<td>46%</td>
</tr>
<tr>
<td>Female</td>
<td>61%</td>
<td>32%</td>
<td>44%</td>
<td>33%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>American Indian or Alaska Native Asian</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Filipino</td>
<td>41%</td>
<td>23%</td>
<td>39%</td>
<td>32%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>55%</td>
<td>32%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>Two or More Races</td>
<td>63%</td>
<td>39%</td>
<td>59%</td>
<td>43%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>41%</td>
<td>17%</td>
<td>33%</td>
<td>20%</td>
</tr>
</tbody>
</table>

The evaluation team should consider further investigation of the following:

- What is iLEAD’s account of why achievement in SCVl lags for Hispanic and socioeconomically disadvantaged students? What steps have they taken in the past to address it?

- Going forward, does iLEAD have the capacity to educate low-achieving students?

ORGANIZATIONAL PERFORMANCE

Mission
iLEAD Schools Development’s mission is “to be both an entity and a network of people and teams that provide services to launch, build, support and sustain schools that platform deeper learning models with a driving force to create positive societal change.” iLEAD Schools Development “supports a network of schools with a vision to inspire lifelong learners with skills to lead in the 21st Century.”

iLEAD seeks to “empower all students to become conscientious, compassionate, responsible leaders and citizens of the world. Our programs cultivate creative thinking and 21st century skills by offering individualized instruction, active learning methods, and opportunities for self-directed educational experiences.”

It describes its vision as follows, “to achieve its mission, iLEAD will use a standards-based, college preparatory curriculum, personalized instruction, active learning methods, and opportunities for self-directed learning. “

It describes itself as seeking to provide “an innovation in pedagogy (Project Based Learning), an innovation in curriculum (7 Habits Lighthouse School) and a small learning community (Montessori-like) environment.” It also aims to become a Lighthouse School by year 5.\(^1\)

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\(^1\) “Lighthouse School” is a designation awarded by the Franklin/Covey Company, known for publishing The Seven Habits of Highly Effective People. The company has an education initiative call “The Leader in Me.” The certification process evaluates the schools performance against nine criteria:
Background
The iLEAD network currently consists of two site-based schools in southern California. These charter schools use project-based learning for students in elementary, middle and high school. iLEAD focuses on the “whole child” and instruction aims to be holistic and individualized, with a focus on meeting both the academic and social/emotional needs of students. It has a non-traditional facility lay-out and multi-age learning groups.

Currently iLEAD operates a K-12 school serving 951 students that is approximately 50 miles northwest of Los Angeles. This school can offer IB diplomas as of October 11, 2013. iLEAD’s second school is 70 miles north of Los Angeles and a 50 mile drive from the first school. It is a K-6 school serving 329 students.

The schools have not faced any enrollment or financial issues. The network has received positive press coverage. At the same time, education officials in the original school’s district have reservations about the need for a charter school in this high-performing district. They also question the fact that the school has a lower percentage of high-need students.

iLEAD is applying to open iLEAD Spokane, a K-3 school in its initial year and growing to a K-8 school with 675 students. iLEAD has not reported that it has submitted a charter application to any other authorizer.

iLEAD Schools Development has identified approximately twenty replication protocols that should be followed to launch a successful iLEAD School. These protocols provide a framework for a successful launch. In contrast to a strict launch plan, iLEAD Schools Development seeks to guide its schools to success with design protocols. The protocols include, but are not limited to:

1) A culture of health and wellness

1. A Lighthouse team is in place at the school, meets regularly, and oversees school-wide implementation of the leadership model with students, staff, parents, and community members.
2. The school campus environment reinforces the model by adding leadership language displays and bulletins to hallways and classrooms that emphasize individual worth and leadership principles.
3. Teachers integrate leadership language into school curriculum and instruction daily.
4. The staff collaborates and works together to effectively build a culture of leadership in classrooms and throughout the school.
5. The students are provided with meaningful student leadership roles and responsibilities.
6. The parents of students understand The Leader in Me model and the 7 Habits and are involved in activities that support the leadership model.
7. A System is in place for setting and tracking school-wide, classroom, academic and personal goals.
8. The school sees improvements resulting from implementing The Leader in Me process, which includes measuring, collecting baseline data, and tracking results to determine how the leadership model is bringing improvements.
9. The school holds events to share their leadership model with the community and other schools and hosts a mini or full Leadership Day or a similar event that includes parents, business partners, and educators.


2 The name iLEAD is an acronym for “international, Leadership, Entrepreneurial development, Arts, Design.”
2) Deeper-learning/Project Based Learning
3) Love and Logic
4) Facilities Design (interior, architecture, signage)
5) Team Building
6) Governance
7) Fundraising
8) Recruiting Protocols and methods
9) School Tours
10) “Kids Club”
11) Support Services
12) Curriculum and Instruction
13) Professional Development
14) Growth Mindset Culture
15) Assessment
16) Technology
17) Brand
18) “Star Search”
19) Reflective Supervision

History
The first iLEAD school was Santa Clarita Valley International (SCVi). It was founded by Amber Raskin, a parent with a background in business and media, and Dawn Evanson, a teacher and administrator in both elementary and secondary schools. It is located in a fairly affluent and high-performing district. One news article reported that SCVi was modeled after Wildwood, an innovative private school in West Los Angeles, and High-Tech High, a charter school in San Diego.³

The school opened in September 2008 with about 40 students and has grown to a K-12 school serving more than 900 students. It is the only charter school authorized by the Hart School District in Santa Clara County, California and it has successfully renewed its charter two times. The second school was founded in 2011 and there is much less information about it available.

In the summer of 2011, SCVi was named an International Baccalaureate candidate school and in 2013 it was authorized to offer IB diplomas for grades 11 and 12. Amber Raskin, founder and Executive Director of Business Development & Operations, asserted:

> We’ve been designing our courses and our course outlines and all of our trainings to have an environment that IB will say is appropriate to offering a diploma program, and we do plan to eventually offer IB in kindergarten through 12th grade, which is a unique thing about our school.⁴

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Compared to other Santa Clarita Valley schools, SCVi’s Academic Performance Index score is lower than average.\(^5\) In an interview Amber Rasking explained:

What’s hard about API scores is that there are no K-12 schools like us to compare us to. Typically we’re compared to an elementary school, and some of our elementary schools are off the charts. Also, we choose not to focus on the test, and we’re intentionally not teaching to the test, so we don’t score quite as high as they do. But when you talk to the kids, they obviously know the material.

* * *

The current STAR testing system has been designed to measure the current California State Standards, but these new Common Core State Standards are more closely aligned with SCVi’s philosophy. At SCVi we have been using them for a few years. Once the testing system shifts to assessing the Common Core State Standards, we anticipate and expect a rise in our API score.\(^6\)

SCVi is a candidate school for accreditation through the Western Association of Schools and Colleges. The first stage was completed in fall 2010. In early 2011, SCVi received notification that it had been granted "candidacy" status. Separately, courses for grades 9 through 12 have been approved to satisfy the requirements for entrance to the University of California and the California State University systems.

**Critics of SCVi**

SCVi has received positive press in the community.\(^7\) However, in 2012 the superintendents of three surrounding districts published an opinion piece entitled, "Whom do Charter Schools Serve?"\(^8\) It discusses SCVi at length. They challenged whether SCVi was operating in the spirit of the California charter law. They noted that the school’s demographics were significantly different from the demographics of the district. A chart showing the difference is included below.

The superintendents emphasized that charter schools in general were intended to serve low achieving students and reflect the racial and ethnic balance of the communities they serve. As the chart below shows, the percentage of LEP students at SCVi is less than half that of the authorizing district. The percentage of low-income students in the school began at 11% in 2010 and rose to 13% in 2012. Meanwhile the district’s ratio jumped from 16% to 25%. The school’s percentage of Hispanic students, originally half that of the district, has increased to two thirds.

\(^5\) The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.


<table>
<thead>
<tr>
<th>School Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
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<td>Demographic &amp; Socio-Economic</td>
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<tr>
<td>% Students Low-Income:</td>
<td>13%</td>
<td>12%</td>
<td>11%</td>
<td>10%</td>
<td>10%</td>
<td>9%</td>
<td>8%</td>
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<tr>
<td>% Students Limited English Proficient:</td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
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<tr>
<td>% Students with Disabilities:</td>
<td>13%</td>
<td>12%</td>
<td>11%</td>
<td>10%</td>
<td>10%</td>
<td>9%</td>
<td>8%</td>
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<tr>
<td>% African American:</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>% Hispanic:</td>
<td>23%</td>
<td>24%</td>
<td>17%</td>
<td>16%</td>
<td>15%</td>
<td>14%</td>
<td>13%</td>
</tr>
<tr>
<td>% Caucasian:</td>
<td>64%</td>
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<td>47%</td>
<td>46%</td>
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<td>44%</td>
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<td>% Other Race/Ethnicity:</td>
<td>9%</td>
<td>18%</td>
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<td>32%</td>
<td>31%</td>
<td>30%</td>
<td>29%</td>
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<table>
<thead>
<tr>
<th>School Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographic &amp; Socio-Economic</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>% Students Low Income</td>
<td>25%</td>
<td>20%</td>
<td>16%</td>
<td>15%</td>
<td>14%</td>
<td>13%</td>
<td>12%</td>
</tr>
<tr>
<td>% Students Limited English Proficient:</td>
<td>9%</td>
<td>10%</td>
<td>9%</td>
<td>8%</td>
<td>7%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>% Students with Disabilities:</td>
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<td>11%</td>
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<tr>
<td>% African American:</td>
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<td>4%</td>
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<td>4%</td>
</tr>
<tr>
<td>% Hispanic:</td>
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<td>35%</td>
<td>32%</td>
<td>31%</td>
<td>30%</td>
<td>29%</td>
<td>28%</td>
</tr>
<tr>
<td>% Caucasian:</td>
<td>46%</td>
<td>47%</td>
<td>49%</td>
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<td>% Other Race/Ethnicity:</td>
<td>14%</td>
<td>16%</td>
<td>15%</td>
<td>14%</td>
<td>13%</td>
<td>12%</td>
<td>11%</td>
</tr>
</tbody>
</table>
iLEAD’s second school, iLEAD Lancaster, opened in 2012. It is not located in the districts under that group of superintendents. Academic data is not yet available.

The disparity in the demographics of this school is much more pronounced. The percentage of low-income students and LEP students is only one quarter of the district’s percentages. The percentage of African-American and Hispanic are approximately half of the district’s percentage.

<table>
<thead>
<tr>
<th>School Year</th>
<th>Demographic &amp; Socio-Economic</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Students Low-Income:</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>% Students Limited English Proficient:</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>% Students with Disabilities:</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>% African American:</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>% Hispanic:</td>
<td>26%</td>
<td></td>
</tr>
<tr>
<td>% Caucasian:</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td>% Other Race/Ethnicity:</td>
<td>8%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Year</th>
<th>Demographic &amp; Socio-Economic</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Students Low Income</td>
<td>79%</td>
<td></td>
</tr>
<tr>
<td>% Students Limited English Proficient:</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>% Students with Disabilities:</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>% African American:</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>% Hispanic:</td>
<td>48%</td>
<td></td>
</tr>
<tr>
<td>% Caucasian:</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>% Other Race/Ethnicity:</td>
<td>6%</td>
<td></td>
</tr>
</tbody>
</table>

Nevertheless, in its current application iLEAD declared that it intends to target “at-risk” students. Its definition of “at-risk” is broad:

A student who has an academic or economic disadvantage that requires assistance or special services to succeed in educational programs. The term includes, but is not limited to, students who do not meet minimum standards of academic proficiency, students who are at risk of dropping out of high school, students in chronically low-performing schools, students with higher than average disciplinary sanctions, students with lower participation rates in advanced or gifted programs, students who are limited in English proficiency, students who are members of economically disadvantaged families, and students who are identified as having special educational needs.

The school expects to have a higher percentage of “at-risk” students than the general student populations in Spokane public schools. The school intends to locate in an area of the city that has
experienced an economic downturn. It would seek to help revitalize a struggling part of the community by becoming a central location for educational and family services. This would be a role in which iLEAD does not have previous experience.

The evaluation team should consider further investigation of the following:

- What are the reasons given for the difference in the schools' populations from the districts’ population? What steps have been taken in the past to address it?
- What is the basis for iLEAD’s belief that it can effectively educate “at-risk” students? Given the difference in the student population it intends to target and the student population it currently serves, what will iLEAD do differently?

**Governance Structure**

iLEAD Schools Development, the educational management services organization, is a California nonprofit public benefit corporation that has applied for federal 501(c)(3) tax-exempt status. The application includes the articles of incorporation but not a set of bylaws. Numerous policies governing its first school, SCVI, were also included.

iLEAD Schools Development has not incorporated a separate not-for-profit in Washington and does not intend to do so until a charter is approved. iLEAD Spokane plans be a State of Washington public benefit nonprofit corporation, with 501(c)(3) federal tax-exempt status. The iLEAD Spokane founding board has yet to be determined. iLEAD expects the new and complete Board to be installed within several weeks of charter approval. The application does not include board member documents for either the existing board of iLEAD Schools Development or a proposed board for iLEAD Spokane.

The proposed governing board for iLEAD Spokane consists of 2-3 community members, one parent, one founder, one facilitator, and one lead administrator. The staff will vote to elect the teacher representative. Historically, community members are often recommended by current board members and will be given an invitation to apply. Community members are chosen based on capacity that they bring to the school. Vacant parent board member positions will be advertised through school newsletters and emails. The board will have three officers – a Chair of the Board, a Secretary, and a Treasurer. The initial board meeting is planned for April of 2014.

iLEAD Schools Development will provide guidance and support for the iLEAD Spokane board. iLEAD Schools Development intends to continue an ongoing relationship with iLEAD Spokane’s board including yearly governance training and on-going coaching.

The required Statement of Assurances reads “[t]he School shall have a fully independent governing board that will exercise autonomy, in all matters to the extent authorized by chapter 28A.710 RCW in such areas as budget, personnel and education programs...” In the organizational chart below, the reporting structure for iLEAD Spokane’s board is ambiguous. It appears that the board reports either to the SCVI board or directly to the CMO. In either case, the definition of roles and responsibilities requires clarification.
Role of National Organization
The iLEAD Schools charter management organization (CMO) describes itself as a non-profit entity that starts and manages new charter schools. iLEAD does not view itself as a CMO in the traditional sense. It plans to operate as an Education Management Services nonprofit. It insists that the difference is more than semantics and that the nonprofit is designed around supporting and servicing schools rather than managing them. It centralizes functions and resources across schools with the intent of achieving greater efficiency, growing its schools, and sustaining operations. Day-to-day management remains with each individual school. The proposed budget has a management company fee of $15,000 per year.

The application states that iLEAD Spokane will utilize the design model of the iLEAD academic program and its organizational structures and procedures. iLEAD Spokane would have its own staff which would be based in Spokane and will be governed by an independent board of trustees. Whenever possible, iLEAD Spokane staff would participate in shared activities with the California schools, such as initial training, professional development, or leadership coaching.

Staffing Plan
The employees of iLEAD Spokane Charter School will be employees of the school. Employees will be at-will receiving annual letters of employment that state the terms of their employment. Employees may be hired as regular full-time employees, and as such will be eligible for all benefits provided by the school. The organization also may hire part-time staff.

Salary is negotiated individually on an annual basis. A salary scale with salary range guidelines will be developed collaboratively between the School Director, teacher board representative, iLEAD Schools Development and an additional iLEAD Spokane board member. This scale will be used as a guide rather than an absolute for salary agreements. A full spectrum of health benefits will be offered to qualifying staff. iLEAD Spokane does not expect to use incentives or rewards to motivate employees.
The first ninety days of employment for every new employee, irrespective of classification, is considered an introductory period. During this introductory period, employees will not be eligible for or accrue any benefits. This period is intended to serve as a time for employees and the School to determine whether further employment with the school is desired.

A key issue to note is that the school may extend the duration of the introductory period at its sole discretion. This provision gives the school significant power to keep employees in an indefinite introductory period in which they would not be eligible for benefits.

| Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11) |
|---------------------------------|-----------------|-----------------|
| Level                          | Total Expenditures Per Pupil | Average Teacher Salary |
| SCVI                           | $5,878           | $45,000         |
| District                       | $7,677           | $67,870         |
| State                          | $8,323           | $70,792         |

<table>
<thead>
<tr>
<th>Teacher and Administrative Salaries (Fiscal Year 2010–11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
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<td>Mid-Range Teacher Salary</td>
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<tr>
<td>Highest Teacher Salary</td>
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<tr>
<td>Average Principal Salary (Middle)</td>
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<tr>
<td>Average Principal Salary (High)</td>
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<tr>
<td>Superintendent Salary</td>
</tr>
<tr>
<td>Percent of Budget for Teacher Salaries</td>
</tr>
<tr>
<td>Percent of Budget for Administrative Salaries</td>
</tr>
</tbody>
</table>

**Growth Strategy**

iLEAD Schools Development has plans to grow but has not set forth a growth strategy in terms of geographic targets, pursuing additional funding, or building internal capacity. It has begun to articulate the essential components of the iLEAD model that it would seek to replicate.

**National Growth**

For the next three years iLEAD Schools Development plans to open one school each fall. Beyond that target, it plans to open several clusters of schools until it reaches the potential goal of opening ten schools a year. Its minimum target is to launch and support 15-20 schools within the next ten years.

The business plan requested in the application materials does not appear to be attached to the application.

**Local Growth**

iLEAD Schools Development has not expressed an intention to establish additional schools in Washington in the event that its initial application is successful. As set forth in this chart, it plans to grow in one site to a K-8 school serving 675 students.
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Year 1 2014</th>
<th>Year 2 2015</th>
<th>Year 3 2016</th>
<th>Year 4 2017</th>
<th>Year 5 2018</th>
<th>At Capacity 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>50</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>K</td>
<td>50</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>1</td>
<td>50</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>3</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>50</td>
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<td>50</td>
<td>75</td>
<td>75</td>
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<tr>
<td>5</td>
<td>-</td>
<td>-</td>
<td>50</td>
<td>50</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>50</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>300</td>
<td>375</td>
<td>450</td>
<td>525</td>
<td>675</td>
</tr>
</tbody>
</table>

(iLEAD Application)

The evaluation team should consider further investigation of the following:

- Clarify the organizational chart provided in the application and, in particular, the roles and responsibilities of iLEAD Spokane’s board in relation to the CMO and boards of the other schools.
- What is the status of development of a school model for replication and a growth plan?

**FINANCIAL PERFORMANCE**

Financial Health
The team obtained the June 30, 2012, income tax return, IRS form 990, and the unaudited financial report submitted to the authorizer and state for the fiscal years ending June 30, 2012, and June 30, 2013. Ratio analysis for these two years is provided in the chart below.

<table>
<thead>
<tr>
<th></th>
<th>6/30/2012</th>
<th>6/30/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quick Ratio (should be &gt;1)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Assets-Inventory</td>
<td>$1,811,983</td>
<td>$2,504,611</td>
</tr>
<tr>
<td>Current Liabilities</td>
<td>$214,553</td>
<td>$856,954</td>
</tr>
<tr>
<td></td>
<td>6.861</td>
<td>2.695</td>
</tr>
<tr>
<td><strong>Debt to Asset Ratio (the lower the better, &lt;1.0)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Liabilities</td>
<td>$429,553</td>
<td>$956,965</td>
</tr>
<tr>
<td>Total Assets</td>
<td>$1,811,891</td>
<td>$2,504,611</td>
</tr>
<tr>
<td></td>
<td>0.237</td>
<td>0.382</td>
</tr>
<tr>
<td><strong>Cash Ratio (Higher the better)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash + Marketable Securities</td>
<td>$340,025</td>
<td>$284,270</td>
</tr>
<tr>
<td>Current Liabilities</td>
<td>$214,553</td>
<td>$856,954</td>
</tr>
<tr>
<td></td>
<td>1.585</td>
<td>0.332</td>
</tr>
</tbody>
</table>

The ratios above indicate that the organization is in good financial health. A quick ratio higher than 1.0 for both years notes that the organization owns more current assets (those that can be readily converted to cash within 12 months i.e., cash, accounts receivables) than it owes to vendors (current liabilities due in less than 12 months). This ratio is an indicator that the organization has the capacity to service short-term debt. The debt to asset ratio notes that the organization is not heavily leveraged and would be able to eliminate all debt if necessary. The cash ratio for fiscal year ending June 30, 2012, is relatively high showing the organizational capacity to pay off all of their current liabilities with cash on hand. For the fiscal year ending June 30, 2013, the current liabilities spike and drive down the cash ratio to reflect that cash on hand would be able to pay down approximately 33% of the outstanding liabilities. It should be noted that SCVi’s accounts receivable as of June 30, 2013, is over 2 million dollars and the likelihood is they would be able to liquidate this asset to pay down debt if deemed necessary.

In addition to the ratios noted above, the financial position shows a favorable trend in increasing current assets and net assets from 2012 to 2013. Current assets and net assets increased 38% and 12% respectively. Net assets for SCVi as of June 30, 2013, exceeded $1.5 million which is strong for a single school operating since 2008 in California, a state with relatively weak charter school funding. Overall the most recent unaudited financial statements show a position of financial strength.

**Budget Template & Narrative**

Analysis of the five year budget template can be a source for potential applicant interview questions. Based on a high level budget review by the due diligence team items that may warrant additional applicant explanation include:

- The budget provides that 100% of the SPED services will be outsourced. Who will be managing the outsourced SPED provider? How will this be coordinated to ensure children with special needs are being adequately met?
- The academic program is built around project-based learning. The budget narrative provides that project-based field trips will not be provided until fundraising is secured to pay for these trips. This approach is prudent and shows financial discipline but how will this impact the academic program if the fundraising is not secured?

**Facilities**

The school intends the school facility to be in either a new build-to-suit building or an existing building that has been renovated, depending on location and costs. The school is planning to develop an initial facility with approximately 8 classrooms, averaging more than 700 square feet each, for its core instruction of students in grades K-8. In addition, the building will need one classroom for special education, student and adult restrooms, administrative offices, reception area, multi-purpose room, outdoor play area, and parking.

The budget set forth in the startup plan (attachment 23) does not include any funds for capital construction. The budget allows $55,000 for “finding and securing a financially sustainable agreement
for a facility.” The school has not identified a source of start-up funding. It is estimating total costs of $500,000 to launch the school.

<table>
<thead>
<tr>
<th>The evaluation team should consider further investigation of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• There is an inconsistency between the budget and the budget narrative with regards to the percentage of SPED population. The SPED population is projected at only 10% in the budget but the budget narrative provides a 2% SPED population. The application indicates that iLEAD Spokane will target a “high risk” population so the review team believes the correct number is likely 10%. The budget reflects SPED costs to match SPED revenue but 100% is outsourced services. Who at the school will manage the outsource provider if there is no internally dedicated SPED personnel?</td>
</tr>
<tr>
<td>• The unaudited financial statements for SCVi as of June 30, 2013 show an accounts receivable amount of $2,025,636. SCVi’s 2013-2014 1st interim report shows cash coming in for this receivable but it is unusual for a single site school to have a balance this high. If the receivable is uncollectable this will put the organization in financial risk. What is the source of this receivable? Is it an intercompany receivable? Is the receivable collectable? When will it be collected?</td>
</tr>
<tr>
<td>• With the build-up of large accounts receivable noted above there has also been a significant increase in accounts payable and current loans as of June 30, 2013. ($700,000 and $150,000 respectively). The SCVi 2013-2014 1st interim report shows a pay down of the trade payables and short-term loan but it is unusual for a single site school to have a trade payable balance this high. Has the build-up in accounts payable and short-term loan had an adverse impact on vendor or banking relationships? What is the contingency plan if the large accounts receivable is not able to be liquidated in a timely manner to service debt and trade payables?</td>
</tr>
<tr>
<td>• The budget narrative states that the school will provide food service at a cost of $1.50 per student per day. With a 59% free and reduced population why aren’t they taking advantage of a federal nutrition reimbursement program? Is the $1.50 per student per day used to augment the federal child nutrition program? If not $1.50 may not be high enough when combined breakfast, lunch and snack is closer to $5.00 per student per day. Investigate the applicant’s meal program.</td>
</tr>
</tbody>
</table>
Spokane Public Schools

RFP Process and Recommendations Update

January 15, 2014

Carly Bolger, NACSA
Agenda

- Role of NACSA
- Overview of Evaluation Process
- Recommendations Overview
- Next Steps/Questions
ROLE OF NACSA
NACSA’s Principles for Quality Authorizing

- **Maintain high standards**
- **Improve educational outcomes**
- **Protect student and public interests**
- **Uphold school autonomy**
National Trends in Application Approval Rates

- Before 2003: 68%
- In 2005: 50%
- Largest 50 Authorizers 2005-2008: 34%
- Authorizers with 10 or More Schools 2008-2009: 38%
- Authorizers with 10 or More Schools 2009-2010: 33%
- Authorizers with 10 or More Schools 2010-2011: 38%
NACSA Decision Management

- Louisiana Board of Elementary and Secondary Education
  - 12 application cycles
  - Total applications: ~ 250
  - Approval Rate: < 38%

- Tennessee Achievement School District
  - 2011-13
  - Approval Rate: 25%

- Orleans Parish (LA) School Board
  - 2011-13
  - Approval Rate: 18%

- New Jersey DOE
  - 2011
  - 54 applications
  - Approval Rate: 7%
OVERVIEW OF EVALUATION PROCESS
SPS Application Stages

- RFP Release: Sep. 22
- Letters of Intent: Oct. 22
- Application Deadline (Online): Nov. 22
- Completeness Determinations: Nov. 26
- Completeness Corrections: Nov. 27
- Final Completeness Determinations: Dec. 2
- Application Hard Copies: Dec. 11
- Public Forums
- Capacity Interviews: January 7, 2014
- Evaluation Team Recommendations: January 15, 2014
- SPS Board decisions: January 22, 2013
- Applicant Request for Debriefing: TBD
- Contract execution: Approval + 90 days

nacsa
NATIONAL ASSOCIATION OF CHARTER SCHOOL AUTHORIZERS
Applicant Process

- RFP + Criteria
- Application Orientations
- Online Platform (Fluid Review)
- Questions & Responses
- Completeness Notification
- Interview
- Public Forum (optional)
- Recommendation Notification
- Debriefing (optional)
Evaluator Process

- Orientation/Training
- Conduct Individual Review
- Conduct Team Debrief
- Receive Due Diligence Reports (if applicable)
- Prepare for Capacity Interview
- Conduct Interviews
- Draft Recommendation Reports
Evaluation Teams

• Perspectives
  – National reviewers
  – Spokane

• Substantive experience/expertise
  – Educational program development and implementation
  – Organizational plan and implementation
  – Financial/business plan
  – WA/Spokane context

• Team Size: 4 (plus additional staff to increase internal capacity)
# Application Rubric

<table>
<thead>
<tr>
<th>Rating</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Standard</td>
<td>The response surpasses all key performance expectations/goals found under meets expectations. It exhibits high overall performance in all categories, routinely goes beyond what is expected, and is fully aligned with the strategic mission of the WA State Charter Schools Commission.</td>
</tr>
<tr>
<td>Meets the Standard</td>
<td>The response reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to operate; and inspires confidence in the applicant's capacity to carry out the plan effectively.</td>
</tr>
<tr>
<td>Partially Meets the Standard</td>
<td>The response meets the criteria in some respects, but not others, lacks detail or specificity and/or requires additional information in one or more areas.</td>
</tr>
<tr>
<td>Does not Meet the Standard</td>
<td>The response meets the criteria in some respects - but has gaps in a number of areas - or the response is undeveloped or incomplete; demonstrates lack of preparation; or otherwise raises concerns about the viability of the plan or the applicant's ability to carry it out.</td>
</tr>
</tbody>
</table>
Capacity Interviews
(January 7, 2014)

Interview Purpose

- Designed to clarify or seek additional information on the applicant’s proposal
- Used to assess capacity of founding team to implement the plan presented

Interview Structure

- 75-90 Minutes in duration (15 mins. prep and 30 mins. debrief for evaluators)
- Conducted by evaluators
INITIAL RECOMMENDATIONS
iLead - Deny

Grades: k-8

Number of students: 675

Program Overview: Existing operator in CA looking to expand model here to meet needs of at-risk students with a focus on international learning, leadership, entrepreneurship, arts, and design.

Evidence for Recommendation: Unsound governance structure with inappropriate relationship between board and CMO, Weak SPED plan, Budget incomplete.
EXHIBIT 8
ILEAD EDUCATION

* * *

UNANIMOUS WRITTEN CONSENT
IN LIEU OF
ORGANIZATIONAL MEETING

Pursuant to Section 5211(b) of the California Nonprofit Public Benefit Corporation Law (the “Act”), the undersigned, constituting the entire Board of Directors of iLEAD Education, a California nonprofit public benefit corporation (the “Corporation”) formed and existing pursuant to the laws of the state of California, and organized and operated exclusively for charitable and educational purposes as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the “Code”) (a) hereby waives any notice of meeting required under the Act, the Corporation's Articles of Incorporation or its Bylaws, and (b) hereby unanimously resolve, adopt, approve, ratify and consent to the following resolutions and actions to be taken by or on behalf of the Corporation hereunder, all to be effective as of this 4th day of August, 2017, which date shall be the “Effective Date” of this Unanimous Written Consent.

I. ELECTION OF OFFICERS AND DIRECTORS FOR ILEAD EDUCATION

RESOLVED, that effective as of the Effective Date of this Unanimous Written Consent, the following individuals are hereby elected to the Board of Directors of the Corporation for a period of one year and until their successors are elected and shall qualify:

Jeff Schectman
Eric Harnett
Michelle Allen

FURTHER RESOLVED, that the following individuals are hereby elected to serve as officers of the Corporation:

President: Jeff Schectman
Treasurer: Eric Harnett
Secretary: Michelle Allen

II. ADOPTION OF BYLAWS FOR ILEAD EDUCATION

RESOLVED, that the Bylaws attached hereto are adopted as and for the Bylaws of the Corporation and shall be filed with the records of the Corporation.
III. RESIGNATION OF CURRENT BOARD OF DIRECTORS

RESOLVED, that the following Directors hereby resign from the Board of Directors of the Corporation effective as of the Effective Date of this Unanimous Written Consent:

Amber Raskin
Dawn Evenson
Philip Oseas

IV. ADOPTION OF UNANIMOUS WRITTEN CONSENT

RESOLVED, that this Unanimous Written Consent shall be adopted and executed by all Directors composing the Board of Directors of the Corporation. This Unanimous Written Consent may be executed in multiple counterparts, each of which shall constitute one and the same Unanimous Written Consent.

RESOLVED, that all resolutions of the Corporation or parts hereof are, to the extent of any conflict herewith, hereby superseded and repealed.

RESOLVED, that this Unanimous Written Consent shall take effect immediately upon the execution hereof by all Directors of the Corporation, and thereupon shall be effective as of the Effective Date set forth hereinabove.
IN WITNESS WHEREOF, the Board of Directors have executed this Unanimous Written Consent on the 4th day of August, 2017.

Amber Raskin

Dawn Evenson

Philip Oseas
BYLAWS

OF

iLEAD EDUCATION

a California Nonprofit Public Benefit Corporation

ARTICLE I

OFFICES

Section 1. PRINCIPAL OFFICE. The board of directors shall fix the location of the principal executive office of the corporation at any place within or outside the State of California. If the principal executive office is located outside the State of California, and the corporation has one or more offices in the State of California, the board of directors shall likewise fix and designate a principal office in the State of California.

Section 2. OTHER OFFICES. The corporation may also establish offices at such other places, both within and outside the State of California, as the board of directors may from time to time determine or the activities of the corporation may require.

ARTICLE II

OBJECTIVES AND PURPOSES

The specific objectives and purposes of this corporation shall be to manage, guide, direct and promote one or more California public charter schools, and to conduct other educational activities to support public school students.

ARTICLE III

NONPARTISAN ACTIVITIES

The corporation has been formed under the California Nonprofit Public Benefit Corporation Law (the "Law") for the public, nonprofit, nonpartisan, and charitable purposes described in its articles of incorporation. Notwithstanding any other provision in these bylaws, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation, and the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal
income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended ("IRC"), or (b) by a corporation contributions to which are deductible under IRC Section 170(c)(2).

ARTICLE IV

DEDICATION OF ASSETS

The properties and assets of this corporation are irrevocably dedicated to the charitable purposes described in Article III above and in the articles of incorporation of this corporation. No part of the net earnings, properties, or assets of this corporation, on dissolution or otherwise, shall inure to the benefit of its directors or officers, or to any individual. On liquidation or dissolution of this corporation, all remaining assets of this corporation, after payment, or provision for payment, of all debts and liabilities of this corporation, shall be distributed and paid over to an organization dedicated to charitable purposes that is exempt from federal income tax under IRC Section 501(c)(3) and that is exempt from California income tax under Section 23701d of the California Revenue and Taxation Code.

ARTICLE V

MEMBERS

Section 1. NO MEMBERS. The corporation shall have no members.

Section 2. APPROVAL OF ACTIONS. Any action that would otherwise require approval by the corporation's members or by a majority of the corporation's members pursuant to the California Corporations Code (the "Code") only shall require approval of the board of directors.

ARTICLE VI

DIRECTORS

Section 1. POWERS. Subject to the provisions of the Law and any limitations in the articles of incorporation and these bylaws, the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised by or under the direction of the board of directors. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the board of directors shall have the following powers in addition to the other powers enumerated in these bylaws:

(a) To select and remove all of the other officers, agents, and employees of the corporation; prescribe any powers and duties for them that are consistent with law, with the
articles of incorporation, and with these bylaws; fix their compensation; and require from them
security for faithful service.

(b) To conduct, manage, and control the affairs and activities of the
corporation and to make such rules and regulations that are consistent with law, the articles of
incorporation, and these bylaws, as they deem to be appropriate and in the best interests of the
corporation.

(c) To adopt, make, and use a corporate seal; and to alter the form of such
seal.

(d) To borrow money and to incur indebtedness on behalf of the
corporation, and to cause to be executed and delivered for the purposes of the corporation, in the
Corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges,
hypothecations, or other evidences of debt and securities.

(e) To change the principal executive office or the principal office in the
State of California from one location to another; to cause the corporation to be qualified to conduct
its activities in any other state, territory, dependency, or country and conduct its activities within or
outside the State of California; and to designate any place within or outside the State of California
for the holding of any board of directors meeting or meetings.

(f) To make donations for the public welfare or for community funds,
hospital, charitable, educational, scientific, civic, religious, or similar purposes.

(g) To act as a trustee under any trust incidental to the principal objects of
the corporation, and to receive, to hold, to administer, to exchange, and to expend funds and
property subject to such trust.

(h) To receive endowments, devises, bequests, gifts, and donations of all
kinds of property for its own use, or in trust, in order to carry out or to assist in carrying out, the
objects and purposes of the corporation and to do all things and acts necessary or proper to carry out
each and all of the purposes and provisions of such endowments, devises, bequests, gifts, and
donations with full power to mortgage, sell, lease, or otherwise to deal with or dispose of the same
in accordance with the terms thereof.

(i) To sell any property, real, personal, or mixed, owned by the
corporation at any time, and from time to time upon such terms as the board of directors may deem
advisable, at public or private sale, for cash or upon credit.

(j) To retain sums received by the corporation uninvested, if, in the
discretion of the board of trustees, such sums cannot be invested advantageously.
(k) To retain all or any part of any securities or property acquired by the corporation in whatever manner, and to invest and reinvest any funds held by the corporation, according to the judgment of the board of directors without being restricted to the class of investments that the board of directors is or may hereafter be permitted by law to make or any similar restriction; provided, however, that no action shall be taken by or on behalf of the corporation if such action is a prohibited transaction or would result in the denial of the tax exemption under IRC Section 501 or Section 23701 of the California Revenue and Taxation Code.

(l) To invest funds received by the corporation in stocks, bonds, mortgages, loans, whether secured or unsecured, or other investments as the board of directors shall deem advisable.

Section 2. NUMBER AND QUALIFICATION. The authorized number of directors shall be not fewer than three (3) nor more than five (5), with the exact number of directors to be fixed within such limits by approval of the Board of Directors at any regularly scheduled meeting of the Board of Directors or at any special meeting of the Board of Directors if notice of the proposed change in the number of authorized directors is included in the notice of such special meeting. The authorized number of directors may be changed by an amendment to these bylaws.

Section 3. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the board of directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full- or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation, if any, paid to a director as director; or (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person.

Section 4. ELECTION AND TERM OF OFFICE. Directors shall be elected at each annual meeting of the board of directors to hold office until the next annual meeting. If any such directors are not elected at such annual meeting, the directors may be elected at any special meeting held for that purpose. Each director, including a director elected to fill a vacancy, shall hold office until the expiration of the term for which elected and until a successor has been elected and qualified.

Section 5. REMOVAL WITH CAUSE. A vacancy on the board of directors shall exist upon the occurrence of any of the following: (a) a declaration by a final order of court that a director is of unsound mind; (b) a conviction of a director for a felony; or (c) a finding by a final order of judgment of any court that a director has breached a duty under Article 3 of Chapter 2 of the Law.

Section 6. REMOVAL WITHOUT CAUSE. Any director may be removed from office without cause by the vote of a majority of the directors then in office.
Section 7. VACANCIES. Vacancies in the board of directors may be filled by a majority of the remaining directors, though less than a quorum, or by a sole remaining director. Each director so elected shall hold office until the next annual meeting of the board of directors and until a successor has been elected and qualified.

A vacancy or vacancies in the board of directors shall be deemed to exist in the case of the death, resignation, or removal of any director, or if the authorized number of directors is increased, or if the directors fail, at any meeting of directors at which any director is elected, to elect the number of directors to be voted for at that meeting.

Any director may resign effective upon giving written notice to the chairman of the board, to the president, to the secretary, or to the board of directors, unless the notice specifies a later time for the effectiveness of such resignation. If the resignation of a director is effective at a future time, the board of directors may elect a successor to take office when the resignation becomes effective. Except upon notice to the Attorney General of California, no director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs.

No reduction of the authorized number of directors shall have the effect of removing any director prior to the expiration of that director's term of office.

Section 8. PLACE OF MEETINGS AND MEETINGS BY TELEPHONE. Any meeting of the board of directors may be held at any place within or outside the State of California that has been designated from time to time by resolution of the board or in the notice of the meeting. In the absence of such designation, meetings shall be held at the principal executive office of the corporation. Any meeting, annual, regular or special, may be held by conference telephone or similar communication equipment, so long as all directors participating in the meeting can hear one another. All such directors shall be deemed to be present in person at such telephonic meeting.

Section 9. ANNUAL AND REGULAR MEETINGS. The annual meeting of the board of directors shall be held on such dates or times as may be fixed by the board of directors. At such annual meeting, directors and officers shall be elected and any other proper business may be transacted. Other regular meetings of the board of directors shall be held at such time as shall from time to time be fixed by the board of directors. Notice of regular meetings shall not be required if the time and place of such meeting is fixed by these bylaws or by the board of directors.

Section 10. SPECIAL MEETINGS. Special meetings of the board of directors for any purpose or purposes may be called at any time by the chairman of the board, the president, any vice president, the secretary, or any two directors.

Notice of the time and place of special meetings shall be delivered to each director personally or by telephone or sent by first-class mail, postage prepaid, or telegram, charges prepaid, addressed to each director at his or her address as it is shown on the records of the corporation. In case the notice is mailed, it shall be deposited in the United States mail at least four
Section 11. QUORUM. A majority of the authorized number of directors shall constitute a quorum for the transaction of business, except to adjourn as provided in Section 13 below. Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the board of directors, subject to the provisions of Section 5212 of the Code (appointment of committees), Section 5233 of the Code (approval of contracts or transactions in which a director has a direct or indirect material financial interest), Section 5234 of the Code (approval of certain transactions between corporations having common directorships), Section 5235 (compensation of directors or officers), and Section 5238(e) of the Code (indemnification of directors). A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a majority of the required quorum for such meeting, or such greater number as is required by the articles of incorporation, these bylaws, or the Law.

Section 12. WAIVER OF NOTICE; CONSENT. Notice of a meeting need not be given to any director who, either before or after the meeting, signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes of the meeting. The waiver of notice or consent need not specify the purpose of the meeting. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting. Notice of meeting shall also be deemed given to any director who attends the meeting without protesting, before or at the commencement of the meeting, the lack of notice to that director.

Section 13. ADJOURNMENT. A majority of the directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given, unless the meeting is adjourned for more than twenty-four (24) hours, in which case notice of such time and place shall be given prior to the time of the adjourned meeting, in the manner specified in Section 10 of this Article VI, to the directors who were not present at the time of the adjournment.

Section 14. ACTION WITHOUT MEETING. Any action required or permitted to be taken by the board of directors may be taken without a meeting, if all directors shall individually or collectively consent in writing to such action. Such action by written consent shall have the same force and effect as a unanimous vote of the board of directors. The written consent or consents shall be filed with the minutes of the proceedings of the board.

Section 15. FEES AND COMPENSATION. Directors and members of committees shall receive no compensation for their services; provided however, that directors and members of
committees may receive reimbursement of out-of-pocket expenses, as determined by resolution of the board of directors. Nothing contained herein shall be construed to preclude any director from serving the corporation in any other capacity as an officer, agent, employee, or otherwise, and receiving compensation for such services if compensation is awarded by the board of directors.

**ARTICLE VII**

**COMMITTEES**

Section 1. COMMITTEES OF DIRECTORS. The board of directors may, by resolution adopted by a majority of the directors then in office, designate one or more committees, each consisting of two or more directors, to serve at the pleasure of the board. Appointments to such committees shall be by a majority vote of the directors then in office. The board may designate one or more directors as alternate members of any committee, who may replace any absent member at any meeting of the committee. Any such committee, to the extent provided in the resolution of the board, may have all the authority of the board, except with respect to:

(a) the approval of any action referred to in Article V, Section 2 of these bylaws;

(b) the filling of vacancies on the board of directors or in any committee;

(c) the amendment or repeal of bylaws or the adoption of new bylaws;

(d) the amendment or repeal of any resolution of the board of directors that by its express terms is not so amendable or repealable;

(e) the appointment of any other committees of the board of directors or the members thereof;

(f) the expenditure of corporate funds to support a nominee for director after there are more people nominated for director than can be elected; or

(g) the approval of any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in Section 5233(d)(3) of the Code.

Section 2. MEETINGS AND ACTION. Meetings and action of committees of the board shall be governed by, and held and taken in accordance with, the provisions of Article VI of these bylaws, Sections 8 (place of meetings and meetings by telephone), 9 (annual and regular meetings), 10 (special meetings), 11 (quorum), 12 (waiver of notice), 13 (adjournment) and 14 (action without meeting), with such changes in the context of those bylaws as are necessary to substitute the committee and its members for the board of directors and its members, except for the
following: (a) the time of regular and annual meetings of committees may be determined by resolution of the board of directors as well as the committee; (b) special meetings of committees may also be called by resolution of the board of directors; and (c) and notice of special meetings of committees shall also be given to all alternate members, who shall have the right to attend all meetings of the committee. Minutes of each meeting of any committee shall be kept and filed with the corporate records. The board of directors may adopt rules for the government of any committee not inconsistent with the provisions of these bylaws.

**ARTICLE VIII**

**OFFICERS**

Section 1. OFFICERS. The officers of the corporation shall be a president, a secretary, and a chief financial officer. The corporation may also have, at the discretion of the board of directors, a chairman of the board, one or more vice presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed in accordance with the provisions of Section 3 of this Article VIII. Any number of offices may be held by the same person, except that neither the secretary nor the chief financial officer may serve concurrently as the president or the chairman of the board.

Section 2. ELECTION. The officers of the corporation, except such officers as may be appointed in accordance with the provisions of Section 3 or Section 5 of this Article VIII, shall be chosen by the board of directors, and each shall serve at the pleasure of the board, subject to the rights, if any, of an officer under any contract of employment.

Section 3. OTHER OFFICERS. The board of directors may appoint, and may empower the president to appoint, such other officers as the activities of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the bylaws or as the board of directors may from time to time determine.

Section 4. REMOVAL AND RESIGNATION. Subject to the rights, if any, of any officer under any contract of employment, any officer may be removed, either with or without cause, by the board of directors or, except in case of an officer chosen by the board of directors, by any officer upon whom such power of removal may be conferred by the board of directors.

Any officer may resign at any time by giving written notice to the corporation. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any such resignation is without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party.
Section 5. VACANCIES. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for regular appointments to such office.

Section 6. CHAIRMAN OF THE BOARD. The chairman of the board, if such an officer be elected, shall, if present, preside at meetings of the board of directors and exercise and perform such other powers and duties as may be from time to time assigned to him or her by the board of directors or prescribed by the bylaws. If there is no president, the chairman of the board will in addition be the chief executive officer of the corporation and shall have the powers and duties prescribed in Section 7 of this Article VIII.

Section 7. PRESIDENT. Subject to such supervisory powers, if any, as may be given by the board of directors to the chairman of the board, if there be such an officer, the president shall be the chief executive officer of the corporation and shall, subject to the control of the board of directors, have general supervision, direction, and control of the activities and the officers of the corporation. He or she shall preside, in the absence of the chairman of the board, or if there be none, at all meetings of the board of directors. He or she shall have the general powers and duties of management usually vested in the office of president of the corporation and shall have such other powers and duties as may be prescribed by the board of directors or the bylaws.

Section 8. VICE PRESIDENTS. In the absence or disability of the president, the vice presidents, if any, in order of their rank as fixed by the board of directors or, if not ranked, a vice president designated by the board of directors, shall perform all the duties of the president, and when so acting shall have all the powers of, and be subject to all the restrictions upon, the president. The vice presidents shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the board of directors or the bylaws and the president or the chairman of the board.

Section 9. SECRETARY. The secretary shall keep, or cause to be kept, at the principal executive office or such other place as the board of directors may direct, a book of minutes of all meetings and actions of directors, and committees of directors, with the time and place of holding, whether regular or special, and, if special, how authorized, the notice thereof given, the names of those present at directors and committee meetings, and the proceedings thereof.

The secretary shall give, or cause to be given, notice of all meetings of the board of directors required by the bylaws or by law to be given, and he or she shall keep the seal of the corporation, if one be adopted, in safe custody, and shall have such other powers and perform such other duties as may be prescribed by the board of directors or by the bylaws.

Section 10. CHIEF FINANCIAL OFFICER. The chief financial officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters.
customarily included in financial statements. The books of account shall at all reasonable times be
open to inspection by any director.

The chief financial officer shall deposit, or cause to be deposited, all monies and other valuables in the name and to the credit of the corporation with such depositaries as may be designated by the board of directors. He or she shall distribute, or cause to be disbursed, the funds of the corporation as may be ordered by the board of directors, shall render to the president and directors, whenever they request it, an account of all financial transactions and of the financial condition of the corporation, and shall have such other powers and perform such other duties as may be prescribed by the board of directors or the bylaws.

If required by the board of directors, the chief financial officer shall give the corporation a bond in the amount and with the surety or sureties specified by the board for faithful performance of the duties of his or her office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in his or her possession or under his or her control on the death, resignation, retirement, or removal from office of the chief financial officer.

ARTICLE IX

INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES

Section 1. DEFINITIONS. For the purposes of this Article IX, the definition of the terms "agent", "proceeding", and "expenses" shall be governed by Section 5238 of the Code.

Section 2. INDEMNIFICATION IN ACTIONS BY THIRD PARTIES. The corporation shall have power to indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of the corporation to procure a judgment in its favor, an action brought under Section 5233 of the Code, or an action brought by the Attorney General of California or a person granted relator status by the Attorney General of California for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of the corporation, against expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of the corporation and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of the corporation and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of the corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

Section 3. INDEMNIFICATION IN ACTIONS BY OR IN THE RIGHT OF THE CORPORATION. The corporation shall have power to indemnify any person who was or is a party
or is threatened to be made a party to any threatened, pending, or completed action by or in the right of the corporation, or brought under Section 5233 of the Code, or brought by the Attorney General of California or a person granted relator status by the Attorney General of California for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the corporation, and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section 3 for any of the following:

(a) Any claim, issue, or matter as to which such person shall have been adjudged to be liable to the corporation in the performance of such person's duty to the corporation, unless and only to the extent that the court in which such action was brought shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

(b) Amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

(c) Expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General of California.

Section 4. INDEMNIFICATION AGAINST EXPENSES. To the extent that an agent of the corporation has been successful on the merits in defense of any proceeding referred to in Sections 2 or 3 of this Article IX or in defense of any claim, issue, or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

Section 5. REQUIRED DETERMINATIONS. Except as provided in Section 4 of this Article IX, any indemnification under this Article shall be made by the corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Sections 2 or 3 of this Article IX by:

(a) A majority vote of a quorum consisting of directors who are not parties to such proceeding; or

(b) The court in which such proceeding is or was pending upon application made by the corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney, or other person is opposed by the corporation.
Section 6. ADVANCE OF EXPENSES. Expenses incurred in defending any proceeding may be advanced by the corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article IX.

Section 7. OTHER INDEMNIFICATION. No provision made by the corporation to indemnify its directors or officers for the defense of any proceeding, whether contained in the articles of incorporation, bylaws, a resolution of directors, an agreement, or otherwise, shall be valid unless consistent with this Article IX. Nothing contained in this Article IX shall affect any right to indemnification to which persons other than such directors and officers may be entitled by contract or otherwise.

Section 8. FORMS OF INDEMNIFICATION NOT PERMITTED. No indemnification or advance shall be made under this Article IX, except as provided in Section 4 or Section 5(b), in any circumstance if it appears that:

(a) It would be inconsistent with a provision of the articles of incorporation, bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

(b) It would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 9. INSURANCE. The corporation shall have the power to purchase and maintain insurance on behalf of any agent of the corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of this Article IX; provided, however, that the corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the corporation for a violation of Section 5233 of the Code.

ARTICLE X
RECORDS AND REPORTS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The corporation shall keep (a) adequate and correct books and records of account kept either in written form or in any other form capable of being converted into written form and (b) minutes, in written form, of the proceedings of the board of directors and committees of the board. All such records shall be kept at the corporation's principal executive office, or if its principal executive office is outside the State of California, at its principal office in this state.
Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The corporation shall keep at its principal executive office, or if its principal executive office is not in the State of California, at its principal office in this state, the original or a copy of its articles of incorporation and bylaws, as amended to date, that shall be open to inspection by the directors at all reasonable times during office hours. If the principal executive office of the corporation is outside the State of California and the corporation has no principal office in this state, the Secretary shall, upon the written request of any director, furnish to such director a copy of the articles of incorporation or bylaws, as amended to date.

Section 3. INSPECTION BY DIRECTORS. Every director shall have the absolute right at any reasonable time, and from time to time, to inspect all books, records, and documents of every kind and the physical properties of the corporation. Such inspection by a director may be made in person or by agent or attorney and the right of inspection includes the right to copy and make extracts.

Section 4. ANNUAL REPORTS. The board of directors shall cause an annual report to be sent to the directors within 120 days of the corporation's fiscal year end. That report shall contain the following information, in appropriate detail, for the fiscal year:

(a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;

(b) The principal changes in assets and liabilities, including trust funds;

(c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes;

(d) The expenses or disbursements of the corporation for both general and restricted purposes; and

(e) Any information required by Section 5 of this Article X.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

Section 5. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, the corporation shall annually prepare and mail or deliver to each director within 120 days after the corporation's fiscal year end, a statement (described below) of any transaction or indemnification (i) in which the corporation was a party and (ii) in which an "interested person" had a direct or indirect material financial interest. For this purpose, an "interested person" is any director or officer of the corporation.
The statement shall include the following information:

(a) A brief description of any transaction during the previous fiscal year that involved more than $50,000, or was one of a number of transactions in which the same interested person had a direct or indirect material financial interest involving, in the aggregate, more than $50,000;

(b) The names of interested persons involved in such transactions described in the preceding paragraph (a), their relationship to the corporation, the nature of their interest in the transaction and, if practicable, the amount of that interest; provided, however, that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated; and

(c) A brief description of the amount and circumstances of any indemnifications or advances aggregating more than $10,000 paid during the fiscal year to any officer or director of the corporation under Article IX of these bylaws, unless that indemnification already has been approved by the directors under Section 5238(e)(2) of the Code.

ARTICLE XI

GENERAL MATTERS

Section 1. CHECKS, DRAFTS, EVIDENCES OF INDEBTEDNESS. All checks, drafts, or other orders for payment of money, notes, or other evidences of indebtedness, issued in the name of or payable to the corporation, shall be signed or endorsed by such person or persons and in such manner as, from time to time, shall be determined by resolution of the board of directors.

Section 2. CORPORATE CONTRACTS AND INSTRUMENTS; HOW EXECUTED. Except as otherwise provided in these bylaws, the board of directors may authorize any officer or officers, agent or agents, to enter into any contract or execute any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances; and, unless so authorized or ratified by the board of directors or within the agency power of an officer, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or for any amount.

Section 3. REPRESENTATION OF SHARES OF OTHER CORPORATIONS. The chairman of the board, the president, or any vice president, or any other person authorized by resolution of the board of directors or by any of the foregoing designated officers, is authorized to vote on behalf of the corporation any and all shares of any other corporation or corporations, foreign or domestic, standing in the name of the corporation. The authority granted to said officers to vote or represent on behalf of the corporation any and all shares held by the corporation in any other
corporation or corporations may be exercised by any such officer in person or by any person authorized to do so by a proxy duly executed by said officer.

Section 4. CONSTRUCTION AND DEFINITIONS. Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the foregoing, the singular number includes the plural, the plural number includes the singular, the masculine gender includes the feminine and neuter, and the term "person" includes both a corporation and a natural person. All references in these bylaws to the Law, the California Nonprofit Corporation Law, or to the Code shall be deemed to be those in effect from time to time.

ARTICLE XII

AMENDMENTS

Section 1. AMENDMENT BY DIRECTORS. New bylaws may be adopted or these bylaws may be amended or repealed by the vote or written consent of a majority of the board of directors; provided, however, that if the articles of incorporation of the corporation set forth the number of authorized directors of the corporation, the authorized number of directors may be changed only by an amendment of the articles of incorporation.

Section 2. HIGH VOTE REQUIREMENT. If any provision of these bylaws requires the vote of a larger proportion of the board of directors than is otherwise required by the Code, that provision may not be altered, amended, or repealed except by that greater vote.
CERTIFICATE OF SECRETARY

The undersigned, being the duly elected and acting Secretary of iLead Education, a California nonprofit public benefit corporation, does hereby certify that the foregoing Bylaws constitute the Bylaws of this corporation as duly adopted at the organizational meeting of the Board of Directors on August 4, 2017.

IN WITNESS WHEREOF, the undersigned has executed this Certificate this 4th day of August, 2017.

Dawn Evenson, Secretary
iLEAD California Charters 1
Minutes
Board Meeting

Date and Time
Monday July 13, 2015 at 5:30 PM

Location
SCVi-Village

Board Members Present
J. Vescovo, S. Fromkin (remote), W. Ruiz

Board Members Absent

Guests Present
Phil Oseas

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order
   J. Vescovo called a meeting of the board of directors of iLEAD California Charters 1 to order on Monday Jul 13, 2015 @ 5:52 PM at SCVi-Village.

C. Appointment of Initial Directors and Resignation of Incorporator for iLEAD California Charters
   S. Fromkin made a motion to Approve the appointment of initial directors and resignation of incorporator.
   W. Ruiz seconded the motion.
   The board VOTED unanimously to approve the motion.

D. Organizational Resolutions of iLEAD California Charters 1
   S. Fromkin made a motion to Approve resolution of board of directors.
   W. Ruiz seconded the motion.
   The board VOTED unanimously to approve the motion.
   W. Ruiz made a motion to approve with Stephen Fromkin as President, Wendy Ruiz as Secretary, John Vescovo as Treasurer.
   S. Fromkin seconded the motion.
   The board VOTED unanimously to approve the motion.

E. Appointment of additional board members
II. Approval of the Agenda

A. Approval of agenda
   S. Fromkin made a motion to approve the agenda with removal of Amber Raskin.
   W. Ruiz seconded the motion.
   The board VOTED unanimously to approve the motion.

III. Reports and Communication to the Board

A. Updates to board from iSD
   Lonnie Yancsurak provided new charter enrollment 1089 with additional intents to enroll.

IV. Board Action Items

A. iLEAD California Charters 1 - Bylaws
   W. Ruiz made a motion to approve.
   S. Fromkin seconded the motion.
   The board VOTED unanimously to approve the motion.

B. Resolution Accepting Sole Statutory Membership in iLEAD California Charters 1
   W. Ruiz made a motion to approve.
   S. Fromkin seconded the motion.
   The board VOTED unanimously to approve the motion.

C. Opening a bank account - check signors: Amber Raskin, Dawn Evenson and Phil Oseas
   S. Fromkin made a motion to approve.
   W. Ruiz seconded the motion.
   The board VOTED unanimously to approve the motion.

D. California Credit Union Lease Proposal
   J. Vescovo made a motion to table.
   S. Fromkin seconded the motion.
   The motion did not carry.

E. Charter School Capitol proposal for funding
   W. Ruiz made a motion to approve the Charter School Capitol proposal and decline the CAM proposal.
   S. Fromkin seconded the motion.
   The board VOTED unanimously to approve the motion.

F. Master Agreement for Educational Services between iCC1 and iSD
   W. Ruiz made a motion to approve.
   S. Fromkin seconded the motion.
   The board VOTED unanimously to approve the motion.

G. iLEAD California Charters 1 - Budget
   W. Ruiz made a motion to approve.
   S. Fromkin seconded the motion.
   The board VOTED unanimously to approve the motion.

H. Authorization for signatories on behalf of the board
   W. Ruiz made a motion to approve pending final resolution edits.
S. Fromkin seconded the motion.
The board **VOTED** unanimously to approve the motion.

V. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:10 PM.

Respectfully Submitted,

J. Vescovo
I. INTRODUCTION

On January 12, 2018, iLEAD San Fernando Valley ("ISFV", “Charter School”, and “Petitioners”) submitted a charter school petition application to the Charter Schools Division (CSD), seeking approval to open and operate a new charter school proposing to serve 785 students in grades TK-10 in the first year and up to 1050 students in grades TK-12 by the fifth year of the charter. The proposed charter school would operate on three sites, located in Encino, North Hollywood, and Pacoima, which are served by Board Districts 3 and 6, and Local Districts Northeast and Northwest.

Education Code section 47605, subdivision (b) states that “[t]he governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.

(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

(3) The petition does not contain the number of signatures required by subdivision [47605] (a).

(4) The petition does not contain an affirmation of each of the conditions described in subdivision (d) [of section 47605].

(5) The petition does not contain reasonably comprehensive descriptions of all of the [fifteen elements set forth in section 47605, subdivision (b)(5)].

(6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. (Ed. Code, § 47605, subd. (b).)
The District takes the following factors into consideration in determining whether charter petitioners are demonstrably unlikely to successfully implement the educational program set forth in the proposed charter:

- The petitioners have a past history of involvement in charter schools or other education agencies (public or private) which the charter authorizing agency regards as unsuccessful, e.g., the petitioners have been associated with a charter school of which the charter has been revoked or a private school that has ceased operation for reasons within the petitioners’ control.

- The petitioners are unfamiliar with the content of the petition or the requirements of law that would apply to the proposed charter school.

- The petitioners have presented an unrealistic financial and operational plan for the proposed charter school.

- The petitioners personally lack the necessary background critical to the charter school’s success, and the petitioners do not have a plan to secure the services of individuals who have the necessary background in curriculum, instruction, assessment, and finance and business management. (Cal. Code Regs., tit. 5, § 11967.5.1, subd. (c).)

II. BACKGROUND

In view of the California Supreme Court’s ruling in Anderson Union High School District v. Shasta Secondary Home School2 (‘‘Anderson Decision’’) reiterating that all charter schools including all non-classroom based or satellite sites, are required to be located within the geographical jurisdiction of its authorizer, ISFV seeks authorization from LAUSD for its charter school that is operating on satellite sites located within LAUSD’s boundaries. The charter school is currently authorized by Acton-Agua Dulce Unified School District until June 30, 2018.3 These satellite sites are currently located in Encino, North Hollywood, and Pacoima.

The Petitioners have previously submitted a charter petition to LAUSD. On October 9, 2017, iLEAD Encino, a California public benefit corporation, submitted a charter school petition application to the CSD seeking approval to operate the charter school located in Encino and North Hollywood. On November 30, 2017, following the posting of Staff’s recommendation to the Board of Education to deny the charter petition for iLEAD Encino, petitioners withdrew the petition.

On January 12, 2018, the same lead petitioner for iLEAD Encino, Ms. Farnaz Mobasher Kaufman, along with three other petition development team members and two founding members of iLEAD...

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2 (2016) 4 Col. App. 5th 262

3 In July 2017, in response to the Anderson Decision, the State Board of Education approved the waiver request of several LEAs, including Acton Agua Dulce Unified School District, to allow nonclassroom based charter schools’ resource centers to operate outside of the boundaries of the school district until June 30, 2018, with conditions.
Encino, submitted a petition for a charter school named iLEAD San Fernando Valley (“ISFV”) proposed to be located in Encino, North Hollywood and in addition, Pacoima. (Exhibit 1, iLEAD SFV Petition). In addition to changing the name of the charter school from iLEAD Encino to iLEAD San Fernando Valley, Petitioners introduced a different nonprofit organization to govern and operate ISFV—iLEAD California Charters 1 (iCC1). The ISFV petition also specifically added a nonprofit corporation called iLEAD Education as the sole statutory member of iCC1.

III. SUMMARY OF FINDINGS AND STAFF RECOMMENDATION

Based on a comprehensive review of the petition and other documentation submitted in the petition application, capacity interview of the petitioner team, and information and records obtained through publicly available sources, District staff recommends that the Board of Education deny the ISFV petition and adopt these Findings of Fact In Support of Denial of the Charter Petition for iLEAD San Fernando Valley based on the following grounds:

- Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the petition.
- The petition does not contain reasonably comprehensive descriptions of all required elements.

IV. FINDINGS OF FACT

Please note that, while these findings of fact have been grouped in order to provide coherence and facilitate reading, certain findings may support more than one ground for denial.

A. Petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. (Ed. Code, § 47605, subd. (b)(2).)

1. The petitioners are unfamiliar with the content of the petition or the requirements of law that would apply to the governance of the proposed charter school

   o On January 31, 2018, Staff conducted a capacity interview with the iLEAD California Charters 1 (iCC1) Board President, a second board member, and ISFV’s proposed onsite financial manager. iCC1 is the nonprofit corporation named in the petition as the governing entity that would operate ISFV. The Board President stated that he had been the iCC1 Board President for over a year. Yet, when asked about the school’s sole statutory membership governance structure, whereby iLEAD Education is the sole statutory member of iCC1, the Board President expressed that he was unaware of its powers and rights over iCC1. This is concerning given that the petition application includes iCC1’s Bylaws indicating that iLEAD Education is the sole statutory member of iCC1. (Exhibit 2, iCC1 Bylaws). Since a sole statutory member corporation is legally vested with corporate rights which include electing, appointing, and removing an iCC1 board member, as well as disposal of any and all assets of iCC1, it is critical that the nonprofit corporation that is governing the charter school is knowledgeable and

4 California Corporations Code, section 5056
cognizant of the potential implications of this type of governing structure and corporate relationship. This casts doubt on the capacity of the petitioners since the governing board of the charter school is ultimately accountable to the Board of Education and public for the charter.

- Furthermore, the ICC1 governing board members at the capacity interview did not know the names of the board members who serve on the board of iLEAD Education. The lack of knowledge regarding a fundamental governance structure of the charter school, namely the corporate relationship of ICC1 and iLEAD Education as the sole statutory member, calls into question the independence of the ICC1 Board and which corporate entity is actually directing and controlling the operations of the Charter School, as well as the Board’s ability to successfully exercise its fiduciary duties in governing the proposed school.

- The above noted ICC1 representatives also demonstrated a lack of knowledge of the management fee structure between ISFV and ICC1/iLEAD Schools Development. In the capacity interview, ICC1 governing board members were aware of the 2.5% of total revenue management fee that ICC1 and iLEAD Schools Development would collect from ISFV in its first year of operation. However, they stated that they had no knowledge of the fact that the fee would increase to 10% of total revenue by the third year of the ISFV’s operation. Furthermore, ICC1 governing board members were unable to explain how the management fee will be allocated between ICC1 and iLEAD Schools Development. This expressed lack of understanding about these increasing vendor costs raises further doubts about the governance of the proposed school, and exacerbates the unsound financial and operational plan noted further below in the Findings.

2. The iLEAD organization and ICC1’s corporate affiliations raise concerns regarding related party transactions and potential conflicts of interest

Based on CSD Staff’s review of various public documents, the iLEAD Schools organization is comprised of a nationwide network of corporations including but not limited to the following: iLEAD Schools Development, iLEAD Education, iLEAD Foundation, and ICC1 which is the nonprofit corporation which proposes to govern ISFV and also governs iLEAD Hybrid. There are also other iLEAD nonprofit corporations such as iLEAD Santa Clarita Valley, iLEAD Lancaster, iLEAD San Bernardino, iLEAD Orange County Charter, and iLEAD Online, which operate charter schools/programs, as well as iLEAD schools in Ohio and Indiana. A review of documents submitted by petitioners and public documents including information on the California Secretary of State website reveals that several of these corporations have some overlapping board members and officers. Namely, Amber Raskin, Dawn Evenson, and Phil Oseas appear on several of these corporations as officers.

Relationship Amongst iLEAD Schools Development, iLEAD Education, and ICC1 Relevant to ISFV, at the time of the submission of the petition, iLEAD Schools Development and iLEAD Education share the above named officers. (Exhibit 3, Statements of Information}
According to the charter petition, iCC1’s founding members are also officers of this corporation. Significantly, according to the Secretary of State website, iLEAD Education (the sole statutory member corporation of iCC1), iLEAD Schools Development, and iCC1 were all formed and incorporated by Amber Raskin.5 Per the petition and the budget narrative, iLEAD Schools Development contracts with iCC1 to provide educational support and consulting. iCC1 also provides instructional support services for a different iLEAD charter school (iLEAD Hybrid) and proposes to provide similar services to ISFV (e.g., curriculum, assessment and accountability, ELL support, social-emotional training, PBL training, Humanities, STEAM, and testing implementation and support). (Exhibit 1, iLEAD SFV Petition). Further, iLEAD Schools Development also contracts with iLEAD Hybrid and proposes to provide services to ISFV (e.g., facilities, safety, transportation, CALPADS, legal compliance and risk assessment, human resources, college and career readiness, technology and device management, and outreach). (Exhibit 4, Budget Narrative). This corporate and governance structure raises significant concerns since it could potentially violate conflict of interest laws which prohibit self-dealing, especially in this situation where there are overlapping officers and founding members of the different corporations. As an entity that governs the proposed ISFV public charter schools, the related party transactions between iLEAD Schools Development, iLEAD Education, and iCC1 could lead to violations of conflict of interest laws against self-dealing. These concerns are compounded by the abovementioned uncertainties related to the petitioner’s governance independence and capacity.

Following the January 31, 2018 capacity interview, Staff requested ISFV’s lead petitioner to provide a list of officers and board members of iLEAD Education and iLEAD Schools Development. The petitioners later responded confirming that Amber Raskin, Dawn Evenson, and Phil Oseas serve as the officers of iLEAD Education and iLEAD Schools Development. The petitioners stated that they are in the process of re-submitting the Statement of Information to the California Secretary of State’s office to update these roles to reflect each entity’s respective board members. Petitioners also submitted documentation indicating that on August 4, 2017, iLEAD Education removed Amber Raskin, Dawn Evenson, and Phil Oseas as the governing board members of iLEAD Education and elected three new governing board members. (Exhibit 8, iLEAD Education Unanimous Written Consent, August 4, 2017). This timeline calls into question why each of these separate entities did not fully update their corporate records with the State, and whether actual control was relinquished at the times represented by the petitioners.

Moreover, throughout the application process including the capacity interview and subsequent documents submitted by the petitioners, changes were being made to the overall

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5 Per the Statements of Information filed with the State of California as recently as June 28, 2017, iLEAD Education (the sole statutory member of iCC1) and iLEAD Schools Development (a services provider to iCC1 and iLEAD’s campuses), are California nonprofit public benefit corporations and are operated by the same officers: Amber Raskin (Chief Executive Officer), Dawn Evenson (Secretary), and Phil Oseas (Chief Financial Officer). According to the California Secretary of State’s website, iLEAD Education was formed in January 2017 by Amber Raskin. The ISFV petition cites Amber Raskin and Dawn Evenson as co-founders of iLEAD Schools Development. Amber Raskin is listed as the incorporator for iLEAD Education. (See Exhibit 3, Statements of Information and Articles of Incorporation).
school plan. For example, the petition states that they would revise the governing structure including terminating their sole statutory member corporation if that is what LAUSD preferred. First, this statement in the petition is vague and does not articulate an unequivocal governance structure. Secondly, although LAUSD has addressed concerns about sole statutory memberships in authorization and oversight of other charter organizations, it does not dictate petitioners’ governing structure. Petitions are evaluated according to what is submitted and appropriate further inquiries may be made pursuant to the District’s oversight obligations. Additionally, it appears that the changes to the records and governing board membership discussed above were made following inquiries by CSD Staff which further highlights concerns about who truly is accountable for the operations and governance of the school.

Staff also asked the lead petitioner to provide the names of the current authorized signatories of the bank accounts for iCC1, iLEAD Schools Development, and iLEAD Education. The lead petitioner provided iCC1’s board meeting minutes dated July 13, 2015, that reflect Dawn Evenson, Amber Raskin, and Phil Oseas as the authorized signatories for iCC1’s bank account. (Exhibit 9, iCC1 Board Meeting Minutes, July 13, 2015). Further, the lead petitioner stated:

“Since 2015, we have worked to restructure and refine our organization. Currently we are in process to change the check authorizers to be set as noted below:

• iLEAD iCC1 – School Director and Dawn Evenson
• iLEAD Schools Development – Amber Raskin and Amer Kuric
• iLEAD Education – Phil Oseas and Board President” (Exhibit 5, iLEAD SFV Response, February 1, 2018).

The response the petitioner provided still begs the question of who is maintaining control of the charter and, significantly, the public funds received. Regardless of the represented changes to board members of the separate entities, the same three key individuals still harness significant power as authorized signatories for the very entities that are currently listed as core to the operations of ISFV.

3. **The petitioner has presented an unsound financial and operational plan for the proposed charter school.**

The petitioners did not provide adequate documentation for verification of the school’s startup funds, which renders the petitioner’s budget as insufficient to meet its operating costs. In the budget submitted with the petition, the petitioners propose to meet the school’s operating budget obligations through factoring its receivables. The petitioner provided documentation of factoring arrangements between iCC1 and Mission Valley Bank for iLEAD Hybrid with a “maximum amount” of $1,500,000 with an 85% advance rate on each purchased account (e.g., advanced apportionment). However, no similar documentation was provided to support ISFV’s budget, which indicates that the school will be factoring receivables in excess of $11,000,000 during its charter term. For fiscal years
2018-2019 through 2021-2022, the budget submitted with the petition reflects $4,385,000, $3,650,000, $2,235,000 and $795,000, respectively, for proceeds from factoring. The payments for fiscal years 2018-2019 through 2021-2022, reflects $3,735,000, $3,710,000, $2,625,000, and $995,000, respectively. Moreover, in the capacity interview, ICC1 governing board members explained that the school would no longer engage in factoring its receivables, which does not align with the budget submitted by the petitioners. Ongoing changes and references to the program’s core components as being; “in process” of being restructured, refined or developed limits Staff’s ability to fully assess the petition application. (Exhibit 4, Budget Narrative).

4. Petitioners Have Unsuccessfully Submitted Petitions to Other Charter Authorizers

It is noteworthy that the founders and petitioning team of iLEAD and ISFV have also previously submitted petitions to the State of Hawaii and to Spokane, Washington which were denied. In 2014, the State of Hawaii Public Charter School Commission denied iLEAD’s charter application indicating, in part, key concerns with the proposed organizational plan and insufficient independence of the governing board from iLEAD Schools Development. Specifically, the Hawaii Commission’s denial states:

“There also is a potentially troubling relationship between the CMO and governing board. Outside research by the Evaluation Team revealed that at other iLEAD Development schools, members of iLEAD Development sit on the school’s governing board. Even though Hawaii law does not currently prohibit this arrangement, there are concerns regarding the independence of the governing board. During the interview, the applicant indicated a willingness to have CMO members serve as advisers rather than school governing board members, if needed. Still, the CMO intended to provide the board with a tool to evaluate the CMO, which begs questions of whether the governing board would have the autonomy and capacity needed to end the relationship with the CMO, if warranted.” (Exhibit 6, Denial of iLEAD Kauai Petition, State of Hawaii Public Charter School Commission, May 8, 2014).

This finding from Hawaii echoes concerns stated above, related to the current ISFV petition.

Similarly, in January 2014, Spokane Public Schools denied iLEAD Schools Development’s charter petition noting that it did not demonstrate sufficient competence in each element of the School District’s published approval criteria and is not at that time likely to open and operate a successful public charter school. The National Association of Charter Schools Authorizer (NACSA), which was retained by Spokane Public Schools to conduct the review of the petition, noted that specifics for the governing structure for iLEAD’s planned Spokane school were left vague and that there was unsound governance structure with inappropriate relationship between board and Charter [Management Organization], Weak [Special Ed] plan and incomplete Budget. (Exhibit 7, Spokane Public Schools Denial, citing NACSA Report, page 21).
It is important to note that iLEAD Schools Development was the petitioning team which submitted the charter petitions to Hawaii and Spokane, which further calls into question the capacity of the petitioning and development team to independently govern and operate a successful charter school in accordance with applicable laws and regulations. (See Exhibit 6, Denial of iLEAD Kauai Petition and Exhibit 7, Spokane Public Schools Denial; see also Exhibit 3, Statements of Interest and Articles of Incorporation). Although the above denials stem from 2014, it is significant that the same governance and capacity issues continue in the current evaluation of the ISFV petition.

**B. The petition does not contain reasonably comprehensive descriptions of all of the fifteen elements set forth in section 47605, subdivision (b)(5). (See Exhibit 1, iLEAD SFV Petition)**

**Element 4 (Governance):**
The petition does not contain a reasonably comprehensive description of the Charter School’s governance structure.

- The petition states that the Charter School shall be operated and governed by iCC1, which shall operate in accordance with its Articles of Incorporation and Bylaws. It also identifies iLEAD Education as the sole statutory member of the iCC1 corporation and that it “operates separately and independently from iLEAD Education.” (p. 135). However, Article V §3 of the iCC1 Bylaws provides that iLEAD Education, as the sole statutory member of iCC1 maintains the powers “to elect or appoint members of the board of directors, to remove members of the board of directors, to vote on the disposition of all or substantially all of the corporation’s assets, to vote on any merger and its principal terms and any amendment of those terms, and to vote on any election to dissolve the corporation...”; and Art VI, § 6 provides that “a director may be removed by the sole statutory member. The sole statutory member, in its sole discretion, may remove a director at any time for any reason, with or without cause or advance notice.” These provisions call into question the independence of the iCC1 Board and which corporate entity is actually directing and controlling the operations of the Charter School. This concern is compounded by the unsubstantial description of iLEAD Education’s involvement in the operation so the Charter School. For instance, while content on p. 138 of the petition simply states that “all Directors are selected by the member”, it does not describe the extent of the powers of the sole statutory member over iCC1 as listed in the Bylaws, including in Articles V, §§ 2 and 3; Art VI, §§ 2, 4, 6 and 8; and Art X, § 5.

- The petition presents conflicting provisions regarding the power of the iCC1 Board to remove any board director, citing that this is in accordance with the iCC1 Bylaws. (p. 137). However, according to the Bylaws in Art V, §3 and Art VI, §6, this is a right reserved for the iLEAD Education corporation as a sole statutory member of iCC1 and not the iCC1 Board.

- The Petition, in Element 5 inappropriately provides for the CEO of iLEAD Schools Development to “[r]epresent iLEAD Schools at district… administrative meetings…” (p. 143) in contradiction to the provision on the role, under Governance Structure, of that corporation as that it “will provide certain tailored educational services and consulting to
iLEAD California Charters 1 for ISFV. iLEAD Schools Development is a separate, independent California nonprofit public benefit corporation, and iLEAD California Charters 1 shares no common directors with iLEAD Schools Development.” Not only is this role of the CEO of a separate entity improper and depicts a possible intermingling of roles in the operation of a charter school operated by another (iCC1), it is inconsistent with the provisions which identify iLEAD Schools Development as a service provider and consultant for the Charter School. Moreover, it is unclear why a position in a “separate, independent” corporation is included in the petition and further calls to question if these entities are truly separate and iCC1 will truly be independent in its operation of the Charter School.

- In addition to the concerns noted above regarding controls exerted by the sole statutory member (iLEAD Education) over iCC1, Article VI, §16 places additional restriction over the authority of the iCC1 Board concerning decisions regarding the Charter School by providing that the “board of directors shall not, without the prior written approval of the sole statutory member, make material revisions to the charter that created the charter school that operates as, or is operated by, this corporation.”

- iCC1 Bylaws Article VI, § 11 allows the board to transact business without the presence of a quorum by providing that a “meeting which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a majority of the required quorum for such meeting…. ” Per the California Attorney General (Brown Act publication 2003), when there is less than a quorum present at a noticed meeting, the body may either (1) meet as a committee, or (2) adjourn to a future date. The presence of a quorum is necessary to take action. (Govt. Code §§ 54952.6; 54955; 54955.1.). Further, Article VI, §14 also allows the iCC1 Board to take action without a meeting as long as the Directors consent in writing. The board of directors shall not take action on any item of business outside of a meeting. (Civ. Code §4910(a). Board Action outside of meeting is prohibited. SB 563 which became effective January 1, 2012, and amends the Open Meeting Act, eliminates a Board’s ability take action without a meeting. Such provisions in the Bylaws contravene laws, such as those provided in the Brown Act, to ensure public participation and Board transparency.

- The Bylaws include provisions that may run contrary to conflict of interest laws including Government Code 1090 et seq. For instance, Article VII, §1 provides that the Board may designate board committees which may be delegated all authority of the Board except with respect to, among others, “the approval of contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest….” This seems to mean that the Board may approve a contract or transaction in which the corporation and one or more of its directors has a material financial interest rather than a committee. Similarly, Article X, §5 describes required annual statements of transactions (in the aggregate of more than $50,000) to be reported to the sole statutory member to include such transaction “in which the corporation was a party and (ii) in which an “Interested person” had a direct or indirect material financial interest. For this purpose, an “interested person” is any director or officer of the corporation.” The $50,000 threshold in Article X, §5(a) seems very high given that the Political Reform Act considers a public
official to have a financial interest in a source of income when the official has received or was promised to receive a total of $500 or more in the 12 months prior to the decision at issue. Further, since Article VI, §3 of the Bylaws allows for up to 49% of the board of directors to be “interested persons”, these practices may run contrary to conflict of interest laws including Government Code 1090 et seq.

Element 10 (Suspension and Expulsion Procedures):

The petition does not contain a reasonably comprehensive description of the charter school’s student suspension and expulsion procedures.

- The petition fails to provide a reasonably comprehensive description of the procedures/steps that Charter School will take prior to the expulsion of a student pursuant to Education Code section 48915(b), which requires an additional finding of one or both of the following:
  - Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
  - Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Although charter schools are waived from the Education Code pertaining to disciplinary procedures, this provision raises fundamental due process rights protection concerns for students and families. Moreover, by not addressing the progressive discipline intended for student misconduct with non-mandatory infractions, the petition’s content is contrary to the LAUSD Board of Education’s 2013 Resolution on School Discipline Policy and School Climate Bill of Rights and the District’s Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support, which are applicable to charter schools authorized by LAUSD. In part, these policies include efforts towards school-wide positive behavior intervention and support (SWPBIS), alternatives to suspension, and Restorative Justice approaches.

- The petition includes language (that is confusing and incomprehensible) about the possible involuntary removal a student for any reason if parent notification is provided. Specifically, on pages 170-171, it states, “No student shall be involuntarily removed by Charter School for any reason unless the parent(s) or guardian(s) of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent(s) or guardian(s) or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform him or her of the right to initiate the Expulsion Procedures described above before the effective date of the action. If the student’s parent(s), guardian(s), or educational rights holder initiates the Expulsion Procedures described above, the pupil shall remain enrolled and shall not be removed until the Administrative Panel issues a final decision. For purposes of this clause, ‘involuntarily removed’ includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions for disciplinary reasons.”
V. CONCLUSION

In order to deny the Petition on the grounds set forth above, Education Code section 47605, subdivision (b), requires the Board to make “written factual findings, specific to the particular petition, setting forth specific facts to support one or more” grounds for denying the Petition. Should the Board decide to deny the Petition, District Staff recommends that the Board adopt these Findings of Fact as its own.