



**iLEAD**<sup>TM</sup>

**Free to Think. Inspired to Lead.**

**ileadschools.org**

**iLEAD Online Charter School**

**NON-CLASSROOM BASED**

**Charter Petition**

**2017-2022**

**Respectfully Submitted to Acton Agua Dulce Unified School District**

**May 2017**

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## AFFIRMATIONS AND ASSURANCES

iLEAD Online also referred to herein as "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).)
- 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 Acton Agua Dulce Unified School District (also referred to herein as "AADUSD" 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 parents/guardians, legal guardians, and teachers of the Charter School regarding the school's educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated by or as 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 I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from AADUSD 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.



Authorized Representative's Signature

September 26, 2017

Date

## INTRODUCTION AND OVERVIEW

Across the nation, the need for education system reform has taken many forms. Charter schools enable local educators and parents/guardians to develop their own schools of choice for the betterment of their children. All charter schools share in the universal goal of educational reform, but each differs in its overall methods of delivery. National and state leaders have recognized that one size does not fit all when it comes to learning environments and methods of teaching young people.

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

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

iLEAD Online will support the purpose of the California Charter Schools Act (Education Code Section 47601) to provide opportunities for teachers, parents/guardians, pupils, and community members to establish and maintain schools which operate independently from the existing school district structure in order to improve pupil learning, with special emphasis on expanded learning experiences for those identified as academically low achieving; encourage the use of different and innovative teaching methods; create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school; provide parents/guardians and pupils with expanded choices in the types of educational opportunities that are available within the public school system; provide a performance-based accountability system; and, provide rigorous competition to stimulate continual improvement.

This Petition proposes the establishment of a charter school called iLEAD Online operated as a California nonprofit public benefit corporation for educational purposes. iLEAD Online is slated for launch in the fall of the 2017-2018 school year and will provide a voluntary public educational choice for parents/guardians with learners in grades K-12.

iLEAD Online approaches each student as a whole child. A whole child approach lends itself to using the vocabulary of “learner” in place of student or pupil. Similarly, the nature of the role of teacher in this setting lends itself to the word “facilitator,” reflecting the vision that learners are in the driver’s seat of their own education, supported by a competent and caring adult in the form of a facilitator.

iLEAD Online will provide quality educational guidance, curricular support, and selected resource materials to ensure that learners make appropriate progress toward achievement of iLEAD Online goals based on the California Content Standards (CCS). The School's objective is to provide a safe, nonjudgmental, and appropriate educational experience for all its learners.

iLEAD Online shall be a non-profit non-classroom based charter school based in Acton, California. iLEAD Online will provide an exceptional academic program for all learners in grades TK-12 that encourages deeper learning through self-directed learning in a developmentally appropriate educational environment. iLEAD Online will use an online learning model to focus on personalizing instruction to meet individual learner needs and will serve learners in Acton Agua Dulce Unified School District. A diverse population of learners will be recruited that represents overall ethnic diversity.

### **FOUNDING TEAM**

The founders of iLEAD Online are committed to providing an innovative educational environment in which learners feel safe, supported, and respected as they actively make progress both in academics and social/emotional development. By engaging learners in a rigorous, standards-based curriculum, aligned with the California Content Standards (CCS), the school promotes learning for leadership, social/emotional growth, academic growth, the ability to construct knowledge, and individual responsibility in a caring environment. It is also the school's responsibility to help parents/guardians fulfill their responsibility to educate their children. Our founders intend to redefine education in the home environment, providing online learning opportunities that include workshop instruction and enrichment sessions, as well as meaningful service to the community. The ultimate goal is for every learner to demonstrate academic excellence, responsible independence, integrity, and community leadership as he or she goes forth as a self-motivated, competent, lifelong learner and successful citizen of the world. The founding team represents iLEAD Schools Development, an organization that is committed to providing alternative options for children who need a different set of challenges and opportunities to express their creativity. iLEAD is an organization that is passionate about providing alternative models that differ from the model currently upheld by the predominant education culture.

### **Dawn M. Evenson, Executive Director of Education, iLEAD Schools Development**

Dawn Evenson brings more than three decades of experience as a district and charter school teacher and administrator to her role as Executive Director of Education at iLEAD Schools. In 2008, she helped iLEAD co-founder Amber Raskin launch the company's first charter school, Santa Clarita Valley International School (SCVi), in Castaic, Calif. Since then, Dawn has worked tirelessly to create innovative, engaging, and supportive schools of choice for families across California and the nation.

As a founding administrative member of iLEAD Schools Development, Dawn has been instrumental in opening SCVi and iLEAD Lancaster and is responsible for overseeing iLEAD's educational curriculum, including implementation of consistent project-based and social-emotional learning principles across iLEAD's network of schools. She is experienced in the challenges of setting up new schools, including streamlining culture, development, governance, systems, capacity building and sustainability principles, and she is committed to cultivating school environments where students are inspired to question, grow, and lead.

A native of Idaho and graduate of Whitworth University in Spokane, Washington, Dawn moved

to California in 1985 and began her career in education at Palmdale School District. She has spent more than 32 years as a teacher and administrator in both primary and secondary district and charter schools, and is active in the Association of California School Administrators and is a part president of the association's Region XV. In 2006, ACSA Region XV presented Dawn with the Middle School Director of the Year Award.

Dawn has been married to her husband, David, a retired educator and scientist, since 1989. She is a proud cancer survivor, community activist and the mother of three talented daughters, Emilie, Katelyn and Kelsey.

#### **Amber Golden Raskin, Executive Director of Business Development and Operations, iLEAD Schools Development**

Amber Golden Raskin is a veteran charter school founder and operator who brings more than a decade of experience in school governance and business management to her role as Founder and Executive Director of Business Development & Advocacy for iLEAD Charter Schools. As Executive Director, Amber guides the governing boards and leadership for all of iLEAD's unique school sites and oversees the nonprofit organization's strategic development and business strategy.

In 2008, spurred to action by her personal experience in seeking innovative, individualized schools of choice for her children in the Santa Clarita Valley, Amber created SCVi, the area's first independent site-based charter school. Alongside co-founder Dawn Evenson, Amber led iLEAD's growth from 135 students at a single school site in the first year to a network of inventive, creative schools across California and the United States that enroll more than 4000 students and employ more than 400 staff today.

Before founding iLEAD, Amber 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. Amber's professional experience developing new programs and procedures informs her belief that the systems, budget, and processes in any organization should conform to the people and human behavior that use them -- not the other way around.

An entrepreneur and innovator at heart, Amber is a frequent speaker and lecturer both nationally and internationally on issues relating to educational reform. 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.

#### **FOUNDING AFFILIATIONS & CONSULTANTS**

The following organizations will assist the iLEAD Online founders in successfully operating the

Charter School. Each of these vendors shall be subject to conflict of interest policies adopted by the Board of Directors of iLEAD Online.

California Charter Schools Association (CCSA): iLEAD Online is a member of CCSA, a membership and professional organization serving more than 618 public charter schools in the State of California. Its mission is to improve learner achievement by strengthening and expanding California's quality public charter school movement. CCSA will strengthen iLEAD Online by providing an array of products, services, expertise and financing tools to allow school leadership to focus on what matters most: school quality and educating learners.

Charter School Development Center (CSDC): iLEAD Online is a member of CSDC. CSDC is the nation's oldest charter school support organization and is a comprehensive resource for charter schools. CSDC's leadership trainings, publications, consulting and membership services offer members over 15 years of experience in charter school start-up, operational support and advocacy. CSDC is recognized as a leading expert in charter school law, policy, finance, school design, charter authorizing, governance, and personnel. The CSDC staff has assisted with the drafting of charter school legislation in over 20 states across the country and plays a prominent role in the development and implementation of school reform policy at both the state and national level.

## **ELEMENT 1: EDUCATIONAL PHILOSOPHY & PROGRAM**

**Governing Law:** A description of the educational program of the school design, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21<sup>st</sup> 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. Education Code § 47605.6(b)(5)(A)(i).

**Governing Law:** A description, for the charter school, of annual goals, 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. Education Code § 47605.6(b)(5)(A)(ii).

**Governing Law:** If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents/guardians 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 schools that are accredited by the Western Association of Schools and Colleges may be considered transferable to other public high schools. Education Code § 47605.6(b)(5)(A)(iii).

**Governing Law:** If the proposed school will serve high school pupils, information as to the manner in which the charter school will inform parents/guardians as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements. Education Code Section 47605.6(b)(5)(A)(i-iv)

## **MISSION, VISION & GOALS**

### **OVERVIEW**

iLEAD Online shall be a free public independent study charter school that supports learners in meeting their individual goals through a whole person, whole family approach. Learners in the lower grades will meet grade level expectations through online learning which allows for flexibility and variety of learning experiences which may include completing projects designed in collaboration with their facilitators and families, and approved workshops. As learners grow in maturity and experience, they will have greater input into their educational program design. With staff support and personalized school counseling, learners at the high school level will outline their course of study and path for meeting graduation requirements, including but not limited to online courses which encourage internships, community service learning, concurrent enrollment and one-on-one support. Learners will realize their potential as engaged learners and active community members while working toward a high school diploma, college and career readiness and gaining invaluable real-life experience.

### **MISSION - Free to think. Inspired to lead.**

The mission of the iLEAD Online is to provide a rigorous, relevant, inquiry-based, self-directed



and collaborative learning environment for all learners in grades TK-12 to prepare them for college and career.

iLEAD Online will accomplish its mission through the following practices:

- ***Constructivist methods and project-based learning:*** The School's curriculum conveys the California Content Standards (CCS) 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 which 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. These powerful learning experiences foster self-motivation and self-directedness, as learners discover and develop their uniqueness while striving to reach their full potential.
- ***Personalized Learning Plans (PLPs):*** Each year, all learners and parents/guardians will collaborate with a Coach to create PLPs to guide instruction. These stakeholders work together to monitor the PLP and adjust as needed. The primary goal of the PLP is to ensure that each learner is treated as an individual and therefore will be progressing toward attainable goals appropriate 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 learners. Learners will 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 for supporting learners' success. The School will actively involve and collaborate with parents/guardians and works with them to support and extend their learner's learning at home. iLEAD Online seeks ways to involve community partners and provide learning experiences that broaden learners' perspectives.

## VISION

The vision of iLEAD Online 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.

## LEARNER OUTCOMES

iLEAD Online will prepare its graduates to demonstrate competency in:

### COLLEGE AND CAREER READINESS

- Possess the knowledge and skills to keep learning beyond secondary school both in postsecondary settings and the workplace

- Have an open mind, while seeking to understand cultural norms and expectations for others
- Leverage gained knowledge and skills to interact, communicate and work effectively outside one's environment
- Exhibit the confidence and courage to take on new and challenging endeavors

#### CRITICAL THINKING

- Analyze and evaluate evidence, arguments, claims and beliefs
- Acknowledge his/her own biases, consider other points of view, and synthesize multiple perspectives
- Understand and apply rhetorical strategies by demonstrating a deep understanding and value of people, places and cultures
- Able to think critically and work creatively in both digital and non-digital environments to develop authentic and useful solutions

#### ACADEMIC ENGAGEMENT

- Take full ownership of learning activities
- Display high levels of interest and energy
- Demonstrate a willingness to ask questions, pursue answers, consider alternatives
- Take risks in pursuit of quality

#### ZEST

- Actively participate
- Show enthusiasm and invigorate others
- Approach new situations with excitement and energy

#### GRIT

- Finish whatever he or she begins
- Stick with a project or activity for more than a few weeks
- Persevere even after experiencing failure
- Work independently with focus

#### SELF-CONTROL - INTERPERSONAL AND INTRAPERSONAL

- Remain focused and resist distractions
- Remember and follow directions
- Get to work right away rather than procrastinating
- Remain calm even when criticized or otherwise provoked
- Handle interpersonal situations effectively

#### OPTIMISM

- Get over frustrations and setbacks quickly
- Believe that effort will improve his or her future
- Articulate positive aspirations
- Stay motivated, even when things don't go well

#### GRATITUDE

- Demonstrate appreciation for the benefits received from others
- Recognize and show appreciation for his or her opportunities

## **SOCIAL INTELLIGENCE**

- Able to find solutions during conflicts with others
- Demonstrate respect for feelings of others
- Know when and how to include others

## **INTELLECTUAL CURIOSITY**

- Eager to explore new things with openness
- Ask and answer questions to deepen understanding
- Actively listen to others
- Ask appropriate probing questions

## **PURPOSE**

- Focus on and work towards a stated future
- Able to articulate an interest, along with the “why” behind the interest

## **GROWTH MINDSET**

- Believe that he or she would get smarter and/or more capable with hard work and practice
- Take on new challenges with optimism
- Able to confidently discuss what he or she is learning

iLEAD Online will enable learners to become self-motivated, competent lifelong learners. All educational programs will be monitored throughout the year. Learner data will be analyzed routinely to determine program efficacy that will drive instructional decision-making.

## **LEARNERS TO BE SERVED**

iLEAD Online will be a newly established public charter school that will offer a personalized independent study educational program, specifically designed to meet learners’ individual needs. The school is designed to attract families by offering a uniquely flexible online educational program.

iLEAD Online will create a school culture for learners in grades TK-12 where the individual learner is the primary focus. To meet the individual needs of a diverse community, learners will benefit from supportive teacher-pupil interaction. The charter school will specifically target learners seeking a non-traditional educational setting. The charter school will attract learners whose parents/guardians desire to play a more direct role in the child’s education and seek a personalized curriculum in which their children will be challenged and motivated. iLEAD Online will educate learners with a wide range of learning strengths, styles and needs by providing curricular choices and instructional methods and materials which reflect each learner’s learning style, are appropriate to the learner’s developmental level and allows flexibility for the learner to progress at his or her own pace, while challenging his or her capabilities. iLEAD Online will seek a diverse learner population and is prepared to meet the unique needs of learners whose native language is not English, who are eligible to receive special education services, who are wards of the state in foster care, or who live in challenging socioeconomic circumstances.

LEAD Online will also include programs that support challenged teens (foster youth, etc.) who have a strong desire to graduate from high school and those who wish to pursue post-secondary education. ILEAD Online will foster the idea that earning a high school diploma is not only important, but also attainable given the right environment and support systems. The

charter school will educate learners through a wide range of learning styles, strengths and needs, while providing appropriate and challenging curricular choices, instructional methods and materials. Friday workshops will also be offered tailored specifically to increase life skills, maternal/infant outcomes, positive parenting skills, and child development. Learners will have reasonable and flexible schedules that allow them to progress at their own paces based on individual circumstances.

### COMMUNITY NEED

iLEAD Online will create a culture of support and excellence for learners in grades TK-12. The school will serve an economically and racially diverse community. Families of learners will receive the support and information they need to realize the importance of a high school education and programs available to learners following graduation.

iLEAD Online will meet the needs of families who prefer an independent study option for their child under the guidance of a credentialed facilitator and our iLEAD Online program courses which provide educational options and flexibility.

All iLEAD Online high school courses are UC a-g approved. iLEAD Online is an approved UC Online Publisher. These courses are facilitated by appropriately credentialed iLEAD teachers.

Learners will complete iLEAD Online courses and will be encouraged to pursue community college courses through concurrent enrollment with plans to either continue at the community college level, transfer to four-year universities or enroll in trade/career schools beyond high school.

### ATTENDANCE & ENROLLMENT PROJECTIONS

The following chart illustrates the annual learner enrollment projections by grade level. At capacity, iLEAD Online will serve a total of 1,756 learners in grades TK-12.

iLEAD Online Non-Classroom Based Charter School														
ENROLLMENT BY GRADE LEVEL														
	TK/ K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18	0	0	0	0	0	0	5	10	10	15	10	10	10	70
2018-19	0	0	0	0	0	0	10	12	12	25	15	15	15	104
2019-20	0	0	0	0	5	5	12	15	15	30	20	20	20	142
2020-21	0	0	0	0	10	10	15	18	18	35	25	25	25	181
2021-22	0	0	5	5	12	12	18	20	20	40	30	30	30	222

## **INSTRUCTIONAL MINUTES/DAYS**

Number of Instructional Days: 175

Instructional minutes pertinent to non-classroom based charter schools.

Kindergarten 36,000 Minutes  
Grades 1-3: 50,400 Minutes  
Grades 4-8: 54,000 Minutes  
Grades 9-12: 64,800 Minutes

The independent study course of each learner shall be coordinated and evaluated under the general supervision of an employee of the charter school who possesses a valid certification document pursuant to Section 44865 or an emergency credential pursuant to Section 430, registered as required by law. The Charter school may claim apportionment credit for independent study only to the extent of the time value of pupil or learner work products, as personally judged in each instance by a certificated teacher.

**Attendance Expectations & Requirements: Manner, Time & Frequency:** learners will meet with their assigned facilitator at least once every 20 days to review and submit their assignments and review progress toward achieving the educational objectives for Independent Study. The parent, learner and facilitator shall mutually agree upon the date, time and location of such meetings and may note them on the Assignment and Work Record (AWR), which shall be considered an addendum to the written independent study agreement. The Facilitator, parent or guardian and each learner shall communicate in person, by telephone or by any other live visual or auto connection no less than once every 20 days to assess whether each learner is making satisfactory educational progress.

## **NOTIFICATION TO PARENTS/GUARDIANS & STUDENTS OF THE TRANSFERABILITY OF COURSES**

iLEAD Online will offer A-G course requirements for UC and CSU and as a new school, will seek accreditation by the Western Association of Schools and Colleges (WASC). The charter school will work with the University of California to establish and maintain a course list for the charter school and will apply to the UC Board on Admissions and Relations with Schools Committee for course approval.

Parents/guardians and learners will be notified when iLEAD Online is awarded WASC Accreditation, ensuring courses will be transferable to other public schools and meeting A-G college requirements (Ed. Code 47605(b)(5)(A)(iii)). WASC accredited courses meet college entrance requirements in the following ways: social media, summer mailings, school brochures, parent informational events, recruitment and outreach efforts, school's website and newsletters to the learners and families. All documents will be available for translation for non-English speaking households.

## **DEMOGRAPHICS**

iLEAD Online anticipates being located in Acton Agua Dulce. The School looks forward to serving learners within the Acton Agua Dulce Unified School District and greater community. Based on the community the School will serve, it is anticipated that learner demographics will reflect the following:

- White: 42%
- Hispanic: 34.7%

- Asian: 3.8%
  - Filipino: 1.5%
  - African-American: 7.1%
  - Native American: 0.4%
  - 2+ Races: 7.1%
  - Learners with Disabilities: 3.7%
  - 504 Plan: 3%
  - English Language learners 6.2%
  - Free/reduced lunch 36.1%
  - Foster Youth: <1%
- Source: DataQuest, Ed-Data

## **EDUCATIONAL PHILOSOPHY**

### **PROCESS FOR ACHIEVING iLEAD Online'S MISSION & VISION**

iLEAD Online's unique approach of educating by focusing on the whole child and whole family allows learners to pursue a high school diploma and prepare for education beyond high school. In the lower grades, learners will progress on a continuum of mastery of program goals and academic goals in alignment with the California Content Standards (CCS). The high school online program will offer multiple options such completing orientation on LMS navigation, netiquette and digital citizenship training, workshops, one-on-one tutors, regular advisory meetings, and community internship and mentorship as part of a pathway to high school graduation and college and career readiness. The School will promote adaptability, self-confidence, autonomy and creativity through the development of social and emotional skills, communication skills, and problem solving skills. The educational program will promote respect, understanding, and appreciation of diversity in the school's multicultural environment. The program may include these components:

- Personalized, Relevant, and Rigorous Learning (Elementary, Middle and High School)
- Individualized Coaching Support (Elementary, Middle and High School)
- Live one-one tutoring support
- Internship and Community Mentorship Opportunities (High School)
- Multiple Educational Pathways for College & Career Readiness (Elementary, Middle & High School)

### **PERSONALIZED, RELEVANT, AND RIGOROUS LEARNING**

All iLEAD learners will utilize our course catalog of innovative, project based online courses.

iLEAD courses are different than other online programs. iLEAD Online employs dedicated iLEAD facilitators only who work with families to support learners with flexible learning plans to best meet the needs of each individual learner. iLEAD Online strongly believes learners will succeed when best supported by a personalized learning team.

All iLEAD learners must complete an onboarding orientation to master LMS navigation, as well as compete netiquette and digital citizenship training. These digital soft skills are essential in a quality online program.

All iLEAD Online courses are created, written, developed and managed by our own facilitators. iLEAD Online emphasizes instructor availability, communication and access to ensure success. iLEAD Online courses are flexible, inquiry-based, and easily customizable to the individual's needs, interests, and passions. iLEAD Online facilitators are Project Based Learning experts and place emphasis on tailoring courses to the individual learner's needs.

Facilitators are able to modify projects, assignments and courses to best fit the learning plan needed to support success.

Because iLEAD Online focuses on project-based learning as opposed to computer-based testing we ensure deeper, more authentic learning. Learners will be able to demonstrate understanding and attainment of core competencies that will not only hold them to a higher level of accountability than many online programs, but prepare them to be leaders and problem solvers in an uncertain future.

Technology has revolutionized flexibility and options in education. Flexibility of school schedules is essential to meet the needs of a digital rather than an agricultural economy. iLEAD promotes the philosophy of learners as leaders, servers, problem-solvers, creators, collaborators and deep thinkers. iLEAD Online courses encourage all of those qualities and provides the flexibility of online learning.

iLEAD Online will allow learners the flexibility to pursue academic achievement in a way that emphasizes their interests and enhances their motivation to learn. Learners will be given the keys to design their own Personalized Learning Plan (PLP). Using graduation requirements, California Content Standards, and their individual interests, learners outline a PLP each semester. In lower grades, learners exercise “voice and choice” within the parameters established by facilitators and the parent to realize their goals. Middle and high school learners will use the Learning Program (Appendix B), combined with California Content Standards to design, implement, and reflect on their portfolio of learning. The Personalized Learning Path and resulting portfolios will incorporate engagement, skill development, and rigor for all learners. Each Personalized Learning Path is dependent on the learner’s interests, needs, and skillset. Facilitators will work closely with each learner to ensure the learner stays on task, demonstrates mastery of learning, and is working toward achieving the goals set forth in the Personalized Learning Path. Learners participate in portfolio building to showcase mastery of content and skill. High School Learners use the portfolio process to showcase and defend that he or she has met all the graduation requirements; learners will earn a high school diploma. In lower grades, learners build a portfolio to demonstrate progress toward Personalized Learning Path goals.

## **PROGRAMS SUPPORTING iLEAD HOLISTIC EDUCATION**

### **Morning Meeting and Advisory**

Beginning in year two, learners will have the option to participate in virtual Morning Meetings or Group Advisory programs. These programs become an essential support system in a variety of areas including, but not limited to: academic achievement, social/emotional growth, portfolio development, and internships.

### **MORNING MEETING OPPORTUNITY: K-5**

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. During the Morning Meetings, learners and facilitators meet virtually for twenty to thirty minutes and interact with one another in the context of four purposeful components:

1. Greeting: Learners and facilitators greet one another by name and practice offering hospitality.
2. Sharing: Learners share information about important events in their lives. Listeners often offer empathetic comments or ask clarifying questions.

3. **Group Activity:** Everyone participates in a brief, lively activity that fosters group cohesion and 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 facilitator. The message is crafted to help learners focus on the work they'll do in school that day.

#### **GROUP ADVISORY OPPORTUNITY: 6-12**

Advisory will serve as a safe place to build trusting relationships, academic mindset, health and wellness, and 21st century skills. iLEAD advisory program fosters personalization for each learner and aims to teach social-emotional skills in addition to 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 both 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 and explore moral dilemmas
- Explore the process of group development and have fun

#### **INTERNSHIP & COMMUNITY MENTORSHIP**

High school learners enrolled in CTE courses may have the option to engage in internships throughout the school year to foster skills and gain exposure to an area of interest. Internships allow for learners to experience job training, community networking, and real world learning under the guidance of an adult mentor. Internships become essential components of the learner's portfolio and Personalized Learning Plan. Learners will see themselves as intricately connected to their community and will find ways to serve the community with which they are connected.

#### **PROJECT-BASED LEARNING**

iLEAD Online is part of the iLEAD Schools network. This organization is a proven leader in Deeper Learning through project-based learning, which develops authentic experiences and problems for learners to take on, using their unique skills and abilities to arrive at creative solutions. With project-based learning (PBL), learners gain in-depth knowledge and understanding through hands-on, curriculum-based projects. Rather than memorizing material, they inquire, research and discover answers to challenging questions and real-world problems posed by their facilitators or created in collaboration with them. Thus, learners retain applicable knowledge for the long term.



*“Many project based learning schools focus on the core tenets of 21<sup>st</sup> century learning, including personalization, authenticity, learner-centered 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 Schools has broken new ground for PBL and emerged as a leading network that advocates—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 building 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 24th, 2016)*

### **FACILITATOR’S ROLE**

At iLEAD Online, the teacher role is transformed into that of a facilitator. The learner, parent, and facilitator form a cohesive educational team to ensure that the learner meets their academic and social-emotional potential. Facilitators support learners in crafting their PLPs. They select appropriate materials, monitor progress and provide interventions. Facilitators also individualize their approach to accommodate different learning styles and abilities. Their most important role is to develop a trusting, caring relationship with their learners and families.

### **DEEPER LEARNING**

Where deeper learning is the focus, learners are motivated and challenged. They develop a lifelong love of learning. They apply what they have learned in one subject area to newly encountered areas. Learners can see how their learning relates to life and gain indispensable knowledge, skills and beliefs.

When learners are developing knowledge, skills and academic mind-sets simultaneously, they learn more efficiently. They acquire and retain more academic knowledge when they are engaged, believe their studies are important and can apply what they are learning in complex and meaningful ways. (Cambridge Handbook of the Learning Sciences, 2006, R. Keith Sawyer, Ed.)

Mastery of academic content is critical to a learner’s future success in college, career and life. Thus, it is the foundation of—and is never overlooked in—deeper learning experiences.

Furthermore, iLEAD Online will allow learners to construct their own meaningful learning program giving the learners the freedom and responsibility of choice in their Personalized Learning Plans with the support of a credentialed facilitator to ensure adherence and rigor. High school learners will engage with the curriculum not just to a diploma, but as an integral part of self-growth and discovery. This is a meaningful contrast to traditional independent study programs that often prescribe ‘packet based learning’ with little curricular flexibility.

### **WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21<sup>ST</sup> CENTURY**

The world has become a global marketplace with ever-expanding sources of information, technology and advancement. Children need to be able to apply learning to new situations

and develop coping skills. 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. This is especially important in a world where the number of teleworking employees is rapidly increasing. According to Global Workplace Analytics, the non-self-employed, work-at-home population has grown by 103% since 2005 with 3.7 million employees or 2.8% of the workforce now working from home at least halftime. To be an “educated person” in the 21<sup>st</sup> 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 as well as other people’s differences.

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An educated person in the 21<sup>st</sup> 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 must demonstrate practical ability to define problems, determine steps to find solutions, and then implement these solutions.

An educated person in the 21<sup>st</sup> 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 21<sup>st</sup> century must know 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 democracy. 21<sup>st</sup> century learners will need to be leaders who demonstrate honesty, courage, integrity, respect, kindness, and persistence.

An educated person in the 21<sup>st</sup> century must be ***knowledgeable*** in digital literacy through the use of not only just technology, but also the soft skills of how to communicate professionally and appropriately using technology. Technology as a tool for results oriented work is an essential skill that employers value.

## **THE ROLE OF TECHNOLOGY**

When considering the role of technology, iLEAD facilitators target specific competencies.

in academic content and 21<sup>st</sup> 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 more challenging to accomplish otherwise. Before every project design, facilitators refer to the California Content Standards K-12 Technology Skills and design projects that offer technology literacy through:

- Opportunities for remote project accountability and contribution (at different times or from different locations).
- Wiki, Google calendars, Google classrooms, iLEAD Online courses delivered through a learning management system and other tools for organizing content that is contributed asynchronously by multiple users.
- Shared online calendars that assist facilitators, learners and parents/guardians in keeping track of project deadlines and staying accountable to each other.
- Opportunities for consulting with content experts that enable learners to connect with people from anywhere in the world. These opportunities eliminate geographic barriers and set the stage for cross-cultural communication (using Google hangout, Skype, videoconference, etc.).
- 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 Microsoft SkyDrive and Office Web Apps. This enables learners to store their work in the cloud, which allows learners to receive peer feedback and track edits on shared documents.

Utilizing a project learning approach puts the learners in the role of innovator, challenging them to think creatively about solutions. Here too, technology serves key learning goals. Learners might want to try a tool like Sketch, for instance, 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. As part of the project cycle, facilitators use the "Knows" and "Need to Knows" phase that leads into the "Next Steps" phase of the projects. During the "Knows and Need to Knows" facilitators and learners use shared Google docs, Trello (online program), Today's Meet and other technology tools for documenting the project process.

### **HOW LEARNING BEST OCCURS**

iLEAD Online's unique design reflects iLEAD Schools' beliefs about how learning best occurs. iLEAD Schools' educational program design and philosophies are consistent with the charter's vision, mission and target population. iLEAD Schools' academic and social/emotional approach begins with a solid research base.

The commitment to constructivism and PBL will be reflected in the School's learner-centered approach that we take toward creating our virtual learning environment. We believe that learning occurs when children are encouraged to explore the world around them and take risks. "Real-life" experiences enable learners to capitalize on their natural curiosity and creativity, and as a result, develop self-motivation and an intrinsic love for learning. We believe that true 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. (Freire, 1972.)

Learning must "invite learners to experience the world's richness, empower them to ask their own questions and seek their own answers, and challenge them to understand the world's

complexities” (Brooks and Brooks, 1999) through experiences that are:

- Culturally relevant with authentic meaning for the learner, incorporating language learning, multicultural education and relevant reflection on cultural and individual diversity.
- Rigorous and demanding, promoting depth of learning and high level thinking within learners’ Zone of Proximal Development as determined by ongoing assessments.
- Flexible in nature, offering learners autonomy to self-select reading, writing and other learning, and simultaneously demanding learners be responsible for their own learning and their community via self-reflection and self-assessment.
- Conducted in a psychologically and emotionally safe community where parents/guardians/families are integral partners in the educational process.

High expectations will be communicated to all learners, including those with disabilities and English Language Learners. Learners will be provided targeted support to achieve the stated goals, and meaningful opportunities for learners to demonstrate their accomplishments and successes (Resnick, 2008). Learners best learn with intensive individualized academic interventions and scaffolding to allow them 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.

Through learner-centered, differentiated, hands-on activities, learners will come to understand that they can achieve their academic and social-emotional goals. They develop confidence and motivation to learn. Facilitators focus on learner achievement data to ensure that learning objectives are met. Learners reflect on their own learning. This helps them gain understanding of the way they learn best, developing critical competencies in their own metacognitive processes. Learners see the relevance and application of their education in their daily lives.

#### **GOALS & ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES**

**Charter Element 1 - Educational Program**  
**Charter School Goals and Actions to Achieve the State Priorities**

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the Charter School's annual goals to be achieved in the state priorities school wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

**Local Control Accountability Plan ("LCAP")**

The School will produce a Local Control Accountability Plan ("LCAP") using the LCAP template adopted by the State Board of Education. Pursuant to Education Code Section 47606.5, on or before July 1, 2015, and each year thereafter, the School shall update the LCAP, including the goals and annual actions identified below. The School shall submit the LCAP to its authorizer and the Online Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the School.

Because each state priority has multiple parts, to align with the goals and annual actions to these multiple parts of each state priority, the School has separated out the state priorities into "sub-priorities."

**State Priority #1— Basic Services**

*The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))*

**Sub priority A - Teachers**

<b>Goal to Achieve Sub priority</b>	100% of core subject facilitators will hold a valid CA Teaching Credential with appropriate English learner authorization and will be appropriately assigned as defined by the California Commission on Teaching Credentialing.
<b>Actions to Achieve Goal</b>	1. All core subject facilitator candidates are screened for employment and will hold a valid CA Teaching Credential with appropriate English learner authorization. 2. Credential Status and teaching assignment will be reviewed annually.

**Sub priority B - Instructional Materials**

<b>Goal to Achieve Sub priority</b>	100% of learners will have access to standards-aligned materials and additional instructional materials as outlined in this charter petition.
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<b>Actions to Achieve Goal</b>	All instructional materials purchased will be aligned to the California Content Standards and aligned with this charter petition. Curriculum & instructional materials will be reviewed annually and reported on the School Accountability Report Card (SARC).
<b>Sub priority C - Facilities</b>	
<b>Goal to Achieve Sub priority</b>	N/A
<b>Actions to Achieve Goal</b>	N/A
<b>State Priority #2– Implementation of CCS State Standards</b> <i>Implementation of CCS State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
<b>Sub priority A - CCS Implementation</b>	
<b>Goal to Achieve Sub priority</b>	Facilitators that integrate California Content Standards across all disciplines will instruct all learners.
<b>Actions to Achieve Goal</b>	1. Set annual goals for ongoing CCS Professional Learning. 2. Develop annual Professional Learning Plan. 3. Provide professional learning for CCS aligned curriculum & instructional materials. 4. Director will monitor and review learning plans on an ongoing basis to ensure implementation of CCS.
<b>Sub priority B - EL Students &amp; Academic Content Knowledge</b>	
<b>Goal to Achieve Sub priority</b>	EL learners will be supported to achieve academic content knowledge through the implementation of the CCS ELA/ELD Framework.

<b>Actions to Achieve Goal</b>	<ol style="list-style-type: none"> <li>1. Facilitators will participate in Professional Learning to gain strategies for integrating the CCS ELA/ELD frameworks.</li> <li>2. The progress of EL learners will be monitored through benchmark assessments. Instruction will be adjusted based on assessment data.</li> </ol>
<b>Sub priority C - EL Students &amp; English Language Proficiency</b>	
<b>Goal to Achieve Sub priority</b>	English learners will gain English language proficiency through the implementation of approved ELD curriculum and ELD specific instructional strategies.
<b>Actions to Achieve Goal</b>	<ol style="list-style-type: none"> <li>1. EL instructional strategies will be incorporated in Professional Learning.</li> <li>2. The progress of English language mastery will be monitored through ELA assessments in reading, oral and written language.</li> <li>3. EL learners will be administered the CELDT/ELPAC</li> <li>4. EL learners will receive targeted instructional support based on assessment data.</li> </ol>
<b><u>State Priority #3— Parental Involvement</u></b> <i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
<b>Sub priority A - Achieving/Maintaining Parental Involvement</b>	
<b>Goal to Achieve Sub priority</b>	Parents/guardians will meaningfully participate in their child's education and promote their child's academic success.
<b>Actions to Achieve Goal</b>	<ol style="list-style-type: none"> <li>1. Parents/guardians will complete annual orientation.</li> <li>2. Staff (facilitators) will meet with parents/guardians and learners on a regular basis to discuss Personalized Learning Plans, assessments, curriculum, instruction, and learner progress.</li> <li>3. iLEAD Online will offer opportunities for parents/guardians' lifelong learning and involvement through iLEAD Parent University and other similar initiatives.</li> <li>4. Newsletters in English and Spanish will keep parents/guardians current on all opportunities for involvement.</li> </ol>

Sub priority B - Promoting Parent Participation	
Goal to Achieve Sub priority	Support and promote parent participation through parent groups that provide parents/guardians with input in decision-making.
Actions to Achieve Goal	<ol style="list-style-type: none"> <li>1. School will facilitate parent involvement in school site decisions through regular parent meetings, trainings and iLEAD Parent University.</li> <li>2. Parents/guardians representing English learners will have specific trainings with opportunities to provide input and program feedback.</li> <li>3. Parents/guardians can design learning experiences for their children based on their needs, collaborative efforts and academic initiatives.</li> </ol>
Sub priority C - PARENT SURVEYS	
Goal to Achieve Sub priority	Solicit parent feedback via regular parent surveys.
Actions to Achieve Goal	Annually, the School will conduct parent surveys to generate strategies for improvement and gather parent feedback on satisfaction. Parent Survey results will be presented to the governing board for discussion.
<b>State Priority #4— Student Achievement</b> <i>Pupil achievement, as measured by all of the following, as applicable:</i> <ol style="list-style-type: none"> <li>A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment</li> <li>B. The Academic Performance Index (API), or other State-identified measure that replaces the API</li> <li>C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</li> <li>D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)</li> <li>E. EL reclassification rate</li> <li>F. Percentage of pupils who have passed an AP exam with a score of 3 or higher</li> <li>G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</li> </ol>	



Sub priority A - CAASPP: ELA/Literacy and Mathematics	
Goal to Achieve Sub priority	Learners will meet or exceed the expectations defined by the California Content Standards in ELA & Mathematics.
Actions to Achieve Goal	<ol style="list-style-type: none"> <li>1. Learners scoring at Standard met or above in CAASPP for ELA &amp; Math will demonstrate growth annually.</li> <li>2. Learners scoring below Standard Met will improve by at least one performance level.</li> <li>3. Provide academic intervention and supports as described in this charter petition.</li> <li>4. Administer formative assessments to monitor learner academic progress, assess for learning and as a basis for individual instructional decision-making.</li> </ol>
Sub priority B - API	
Goal to Achieve Sub priority	State Board of Education has suspended the API.
Actions to Achieve Goal	Not Applicable
Sub priority C - UC/CSU Course Requirements	
Goal to Achieve Sub priority	Ensure all learners are College & Career Ready and graduates meet UC A-G requirements.
Actions to Achieve Goal	<ol style="list-style-type: none"> <li>1. Staff will work with high school learners to design a College Learning Path that includes meeting UC A-G requirements.</li> <li>2. Learner and School Staff will monitor annual progress in meeting UC A-G prerequisites.</li> <li>3. All 11<sup>th</sup> graders will be given the opportunity take the PSAT &amp; offered the SAT/ACT</li> <li>4. All 11<sup>th</sup> &amp; 12<sup>th</sup> graders will be encouraged to take the SAT/ACT as appropriate</li> </ol>
Sub priority D - EL Proficiency Rates	

<b>Goal to Achieve Sub priority</b>	Continuously enrolled EL learners will gain at least one English language proficiency level annually through the implementation of the ELD curriculum, and EL specific instructional strategies for CSS implementation
<b>Actions to Achieve Goal</b>	<ol style="list-style-type: none"> <li>1. Implement English Language Development (ELD) program that includes ongoing instructional support, planning coherent standards-based curricula both in ELD and across the content areas, designing formative assessments that yield data for adjusting instruction per learners' individual needs, and procuring adequate instructional resources.</li> <li>2. Implement formative assessments to monitor learner learning to provide ongoing feedback so facilitators can identify learner strengths and needs.</li> <li>3. EL learners will be administered the CELDT/ELPAC</li> <li>4. The progress of EL mastery of CCS will be monitored through ELA assessments in reading, language, oral and written language.</li> <li>5. EL learners will receive targeted EL instructional support.</li> </ol>
<b>Sub priority E - EL Reclassification Rates</b>	
<b>Goal to Achieve Sub priority</b>	EL learners will make annual progress toward reclassification and reclassified learners will perform at grade level on CA statewide assessments.
<b>Actions to Achieve Goal</b>	<ol style="list-style-type: none"> <li>1. Implement English Language Development (ELD) program that includes ongoing instructional support, planning coherent standards-based curricula both in ELD and across the content areas, designing formative assessments that yield data for adjusting instruction according to learners' individual needs, and procuring adequate instructional resources.</li> <li>2. EL learners will receive targeted EL instructional support.</li> </ol>
<b>Sub priority F - AP Exam Passage Rate</b>	
<b>Goal to Achieve Sub priority</b>	Learners will take and pass AP exams.
<b>Actions to Achieve Goal</b>	<ol style="list-style-type: none"> <li>1. AP facilitators will attend professional learning opportunities.</li> <li>2. Learners will be encouraged to take the AP exam in the course(s) in which they are enrolled.</li> </ol>
<b>Sub priority G - College Preparedness/EAP</b>	

<b>Goal to Achieve Sub priority</b>	Learners will take the PSAT & SAT exams
<b>Actions to Achieve Goal</b>	<ol style="list-style-type: none"> <li>1. All learners in grades 11 will be administered the PSAT &amp; assisted in locating SAT/ACT testing locations.</li> <li>2. All learners in grades 12 will be encouraged to take the SAT/ACT and assisted in locating testing locations.</li> <li>3. High School Counselor and Advisory facilitators will monitor progress toward completing A-G requirements, meeting academic achievement levels and meeting individual social/emotional goals.</li> </ol>
<b><u>State Priority #5— Student Engagement</u></b> <i>Pupil engagement, as measured by all the following, as applicable:</i> <ol style="list-style-type: none"> <li>A. School attendance rates</li> <li>B. Chronic absenteeism rates</li> <li>C. Middle school dropout rates (EC 552052.1(a)(3))</li> <li>D. High school dropout rates</li> <li>E. High school graduation rates</li> </ol>	
<b>Sub priority A - Student Attendance Rates</b>	
<b>Goal to Achieve Sub priority</b>	<p>For learners enrolled full time in the program, attendance rate will be at least 93%.</p> <p>Learners will provide completed work and attend regularly scheduled conferences in accordance with the Master Agreement and Personalized Learning Plan (PLP) for an Independent Study learner.</p>
<b>Actions to Achieve Goal</b>	<ol style="list-style-type: none"> <li>1. Communicate with parent/guardian on a regular basis on learner progress.</li> <li>2. Provide targeted intervention for learners who are missing assignments and initiate Learner Study Team (LST) for learners at risk at dropping out.</li> </ol>
<b>Sub priority B - Student Absenteeism Rates</b>	
<b>Goal to Achieve Sub priority</b>	For learners not meeting Master Agreement or PLP requirements, discussions will take place with parents/guardians and learners.

<b>Actions to Achieve Goal</b>	<ol style="list-style-type: none"> <li>1. Parents/guardians and learners will complete Orientation.</li> <li>2. Ensure parent/guardian understands attendance policy or Master Agreement requirements (as applicable).</li> <li>3. Maintain ongoing communication with parent/guardian to prevent learner absenteeism or not meeting goals through work samples.</li> </ol>
<b>Sub priority C - Middle School Dropout Rates</b>	
<b>Goal to Achieve Sub priority</b>	The School will work to retain and promote all seventh and eighth grade learners.
<b>Actions to Achieve Goal</b>	<ol style="list-style-type: none"> <li>1. Identify learners with behaviors indicating a high likelihood of dropping out and develop and implement a personalized intervention plan.</li> <li>2. Provide a safe, positive environment in which learners are respected, accepted, valued, nurtured as unique individuals, and challenged to achieve their full potential.</li> <li>3. Support learners through counseling and connecting families with support services.</li> <li>4. Conduct exit interviews of learners to ensure they are enrolling at another school.</li> </ol>
<b>Sub priority D - High School Dropout Rates</b>	
<b>Goal to Achieve Sub priority</b>	School will minimize dropouts; dropouts are defined as learners staying in CA but not returning to a CA Public School.
<b>Actions to Achieve Goal</b>	<ol style="list-style-type: none"> <li>1. Regular and ongoing meetings with staff.</li> <li>2. Administrator or designee will speak with parents/guardians prior to terminating enrollment from school.</li> </ol>
<b>Sub priority E - High School Graduation Rates</b>	
<b>Goal to Achieve Sub priority</b>	School will graduate at least 90% of persisting seniors; cohort graduation rates will be higher than graduation rates at comparable neighborhood schools.

<b>Actions to Achieve Goal</b>	Regular and ongoing meetings with staff.
<b>State Priority #6— School Climate</b> <i>School climate, as measured by all the following, as applicable:</i> A. <i>Pupil suspension rates</i> B. <i>Pupil expulsion rates</i> C. <i>Other local measures, including surveys of pupils, parents/guardians, and facilitators on the sense of safety and school connectedness</i>	
<b>Sub priority A - Pupil Suspension Rates</b>	
<b>Goal to Achieve Sub priority</b>	Maintain suspension rates at <5%.
<b>Actions to Achieve Goal</b>	Establish and foster a school-wide discipline plan and proactively implement alternatives to suspension program.
<b>Sub priority B - Pupil Expulsion Rates</b>	
<b>Goal to Achieve Sub priority</b>	Maintain expulsion rates at <1%.
<b>Actions to Achieve Goal</b>	Establish and foster a school-wide discipline plan and proactively implement alternatives to suspension/expulsion program.
<b>Sub priority C - Other School Safety and School Connectedness Measures (Surveys)</b>	
<b>Goal to Achieve Sub priority</b>	Learners, families and school community will feel a sense of safety and connectedness.

<b>Actions to Achieve Goal</b>	School will administer an annual learner survey to gather input/feedback on school safety and connectedness.
<b><u>State Priority #7— Course Access</u></b> <i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i> <i>“Broad course of study” includes the following, as applicable:</i> <i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i> <i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i>	
<b>Goal to Achieve Sub priority</b>	Learners, including all learner subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Learners in Foster Care and Learners with Disabilities) will have access to academic and educational program as outlined in the school’s charter.
<b>Actions to Achieve Goal</b>	All academic courses will be made available to all learners, including learner subgroups, at all grade levels.
<b><u>State Priority #8—Other Student Outcomes</u></b> <i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
<b>Sub priority A - English</b>	
<b>Goal to Achieve Sub priority</b>	The percentage of learners meeting or exceeding performance expectations in ELA/Literacy as defined by the State Board of Education will increase annually.

<b>Actions to Achieve Goal</b>	<ol style="list-style-type: none"> <li>1. Learners at “Standards Met or exceeded” on the CAASPP for ELA will demonstrate at least one year’s growth annually.</li> <li>2. Learners scoring below “Standard Met” will improve by at least one performance level.</li> <li>3. Provide academic intervention and supports as described in this charter petition.</li> </ol>
<b>Sub priority B - Mathematics</b>	
<b>Goal to Achieve Sub priority</b>	The percentage of learners meeting or exceeding performance expectations in Mathematics as defined by the State Board of Education will increase annually.
<b>Actions to Achieve Goal</b>	<ol style="list-style-type: none"> <li>1. Learners at “Standards Met or exceeded” on the CAASPP for Mathematics will demonstrate at least one year’s growth annually.</li> <li>2. Learners scoring below “Standard Met” will improve by at least one performance level.</li> <li>3. Provide academic intervention and supports as described in this charter petition.</li> </ol>
<b>Sub priority C - Social Sciences</b>	
<b>Goal to Achieve Sub priority</b>	All learners, including all learner subgroups, unduplicated learners, and learners with exceptional needs, will achieve grade level proficiency and knowledge of history and social science.
<b>Actions to Achieve Goal</b>	Implement high quality instruction of the CCS History-Social Science Standards
<b>Sub priority D - Science</b>	
<b>Goal to Achieve Sub priority</b>	All learners, including all learner subgroups, unduplicated learners, and learners with exceptional needs, will demonstrate grade level skills and content knowledge in physical and life science.

<b>Actions to Achieve Goal</b>	<ol style="list-style-type: none"> <li>1. All facilitators will receive Professional Development in the Next Generation Science Standards (NGSS).</li> <li>2. Purchase &amp; implement CCS aligned Science Curricular &amp; instructional materials.</li> <li>3. Administer the California Science Test (CAST): Grades 5, 8, 10.</li> </ol>
<b>Sub priority E - Visual and Performing Arts</b>	
<b>Goal to Achieve Sub priority</b>	All high school learners will have access to Visual & Performing Arts course.
<b>Actions to Achieve Goal</b>	High School Graduation requirement: 1 year VAPA or Foreign Language
<b>Sub priority F - Physical Education</b>	
<b>Goal to Achieve Sub priority</b>	All learners in grades 7-12 will have access to Physical Education courses.
<b>Actions to Achieve Goal</b>	High School Graduation requirement: 1 year Physical Education.
<b>Sub priority G - Health (grades 1-6 only)</b>	
<b>Goal to Achieve Sub priority</b>	Not applicable
<b>Actions to Achieve Goal</b>	Not applicable
<b>Sub priority H - Foreign Languages (Grades 7-12 only)</b>	
<b>Goal to Achieve Sub priority</b>	All learners in grades 7-12 will have access to foreign language courses.



<b>Actions to Achieve Goal</b>	High School Graduation requirement: 1 year VAPA or Foreign Language.
<b>OTHER, AS PRESCRIBED BY THE GOVERNING BOARD - SOCIAL AND EMOTIONAL EDUCATION (K-12)</b>	
<b>Goal to Achieve Sub priority</b>	The percentage of learners meeting proficiency performance levels on the Character Lab Growth Card as defined by Assessment Legend will increase annually.
<b>Actions to achieve Goal</b>	<ol style="list-style-type: none"> <li>1. All students' social emotional and behavioral needs will be addressed and supported by caring adults and the following effective systems: Love and Logic, Character Lab, 7 Habits/The Leader in Me, and Restorative Practices</li> <li>2. All learners will complete an SEL Self Assessment/Reflection twice a year</li> <li>3. A Character Lab Growth Card assessing a learner's SEL strengths, skills, and mindsets will be completed by his or her facilitator(s) twice a year</li> </ol>
<b>Actions to Achieve Goal</b>	The percentage of learners successfully achieving their Social-Emotional Personalized Learning Plan (PLP) Goal by the end of the year will increase annually.
<b>Actions to Achieve Goal</b>	<ol style="list-style-type: none"> <li>1. All students' social emotional and behavioral needs will be addressed and supported by caring adults and the following effective systems: Love and Logic, Character Lab, 7 Habits/The Leader in Me, and Restorative Practices.</li> <li>2. Progress towards the learner's social-emotional (PLP) goal will be measured and documented twice a year on the Social-Emotional Report of Progress.</li> <li>3. Progress towards the social-emotional PLP goal will be shared by the learner during the Learner-Led Conference and Showcase of Learning.</li> </ol>

## CURRICULUM & INSTRUCTIONAL DESIGN

iLEAD Online operates on the understanding that all learners have different learning styles,

abilities and background experiences. As important as “what” they learn is “how” they learn. iLEAD Online provides an online learning program that follows independent study regulations. Online learning is a unique non-classroom-based public education model that is tailored to the needs and interests of each individual learner. Online learning recognizes the skills, passions and attributes of each learner. The purpose of online learning is to engage each learner in the learning process in the most productive and meaningful way in order to optimize his/her potential and success. Learners who succeed in this system will become lifelong learners with skills based on research and interaction in the community.

Parents/guardians who enroll their children in iLEAD Online will, through a specific enrollment contract known as the Master Agreement, share responsibility for their children’s education. iLEAD Online will support its learners and parents/guardians with appropriate educational materials and with a team of education facilitators. Facilitators shall advise and assist parents/guardians and learners in all aspects of the learner’s education. Individual meetings between the facilitators, learners, and parents/guardians must be no less than once every 20 days, and may be as frequent as once a week.

iLEAD Online provides a personalized, challenging, coherent and relevant curriculum for each learner that fulfills the school’s purpose and adheres the state standards. Learning styles, interests and motivation are taken into consideration when learning plans are created.

The Personalized Learning Plan shall describe the learner’s course(s) of study, the chosen method(s) of ascertaining competence in designated course(s) of study and, if applicable, the credit(s) the learner will receive upon successfully demonstrating competence and completing the course of study. Curricula and materials shall be aligned with the California State Frameworks and the CCS.

### **INSTRUCTIONAL MATERIALS**

Facilitators will select instructional materials based on alignment with the CCS, the school’s standards-based learning outcomes and educational philosophy and the needs of the individual learner. Materials will be chosen by the facilitator to promote active, purposeful engagement with content where learners learn 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. In addition to online textbooks, supplemental materials will be used to develop learners’ interests, to differentiate for learner’s learning style and level of performance, and as needed for projects. Learners will have opportunities to select materials appropriate to subtopics they have chosen, as appropriate.

### **FLEXIBLE, PERSONALIZED EDUCATIONAL ENVIRONMENT**

Today’s learners come from different socioeconomic and cultural backgrounds, learn in different ways and at different speeds, and have different talents, problems, and aspirations. To accommodate learner diversity, iLEAD Online will offer a flexible, personalized educational environment, based on the Personalized Learning Plan (PLP) created collaboratively between learner, facilitator and parent/guardian. This educational environment will utilize our iLEAD Online LMS. iLEAD Online learners will experience a sense of community, academic support, one-on-one support, and activities while still adhering to the independent study model.

### **PERSONALIZED LEARNING PLAN (PLP)**

At the start of each school year, learners and their coach in collaboration with parents/guardians, create a Personalized Learning Plan (PLP) that includes individual goals (aligned to state standards), major learning activities and the means by which outcomes will be reviewed. 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. Each school year they meet with their facilitator/advisor and their parent 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 learner helps lead a discussion of his or her strengths and areas of growth (advisors coach learners in taking ownership of this process so that ultimately learners are able to lead these discussions). The group works together to develop goals and strategies to overcome challenges.

## **TEACHING METHODOLOGIES**

iLEAD Online's educational design and philosophy are consistent with the school's mission, vision and target population. The school design begins with the use of research-based pedagogical strategies and learning.

### **Constructivist Learning**

Learners who attend iLEAD Online will be educated through iLEAD Online courses which include opportunities for individually designed curricula, which will incorporate constructivist methods based on research about how people learn. Research shows that each individual constructs knowledge rather than receiving it from others.<sup>1</sup> Constructivist teaching is based on the belief that learners learn best when they gain knowledge through exploration and active learning. iLEAD Online will offer Parent Orientation and parent webinars to help parents better understand and select the best instructional options and experiences for their learners. Hands-on materials enhance learning, and learners will be encouraged to think and explain their reasoning instead of 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. Internships for high school learners will provide opportunities for improving written and oral communication. Independent study and online science courses will offer home science kits for lab experimentation, or learners may choose to design and implement their own science labs. Education is centered on themes and concepts and the connections between them, rather than isolated information. 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 projects that allow learners to use many learning styles and multiple intelligences.<sup>2</sup>

## **THE ROLE OF THE FACILITATOR**

The facilitator is most active in supporting and guiding the learner's individualized experience. The role entails content knowledge and sequencing of projects, providing

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<sup>1</sup> J. L. McBrien & R. S. Brandt. (1997). *The Language of Learning: A Guide to Education Terms*. Alexandria, VA: Association for Supervision and Curriculum Development.

<sup>2</sup> Newell, Ronald J. *Passion for Learning: How Project-based Learning Meets the Needs of 21st Century Students*. Lanham, MD: Scarecrow, 2003. Print.

immediate feedback on learner's work and discussion, and evaluating learners; however, the learner remains in the driver's seat of the process.

In the beginning, facilitators will elicit and prompt learners to use questions such as "What is going on here? What do we need to know more about? What did we do during the problem that was effective?" and take on responsibility for the problem. Over a period of time, learners become more self-directed as they show mastery of learning through project that allow for increased independence and choice.

## **COMMUNITY**

Learning occurs best through 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 mandatory orientation onboarding training emphasizes netiquette and digital citizenship to help learners understand the how to responsibly participate in an online community with respect and compassion. Each course engages learners in weekly class discussion, group projects and group virtual meetings where learners explore the skills and practices they need to develop as productive citizens of the greater community. iLEAD Online facilitators are trained in fostering rapport and how to develop valuable online supportive relationships with each individual learner, and how to connect with their courses as a whole. Learners learn to take full responsibility for their own learning. iLEAD Online's flexible learning environment, coaching, and tutoring support program will give learners the opportunity to develop the character and skills necessary to be successful in the 21<sup>st</sup> Century society.

## **GRADES K-12**

In K-8 settings, facilitators build strong relationships to create a safe learning environment that makes learners become active participants in the process of education. The learning process in the primary grades focuses on learner social-emotional skill building and nurturing democratic decision-making and problem solving between individuals. In the primary grades, learning occurs through play-based, and inquiry-based, self-directed exploration. The experience is enriched through carefully developed curriculum experiences and elements that foster social and emotional balance.

All iLEAD Online learners will be assigned a coach. The purpose of the coach is to develop an academic and social emotional path for each learner. The relationship that is developed between the learner(s), the families, and their coach fosters the development of the whole child, individualizing the educational experience and creating a supportive educational environment. The coach's help learners and families plan educational experiences that, create a safe space for developing and nurturing social-emotional, personal and academic skills. The coach will help learners develop and implement problem-solving skills through decision-making process. Each coach meets with learners regularly to set their Personalized Learning Plan (PLP), personalized goals and develop specific areas of curriculum, instructional, academic, and social emotional focus. The meetings provide time for the coach to monitor and address learners' progress, and personalized learning path.

## **INDIVIDUALIZED LEARNING FOR ALL**

iLEAD Online will operate on the understanding that all learners have different learning styles, abilities and background experiences. As important as "what" learners learn is "how" they learn. iLEAD Online will provide a flexible, independent study learning program.

Independent study is a unique education model that is tailored to the needs and interests of each individual learner. A personalized learning plan is developed for all learners to engage them in the learning process in the most productive and meaningful way and thereby optimize each learner's learning potential and success. Learners will become personally invested in their education process and success.

Parents/guardians who enroll learners in iLEAD Online will, through a specific enrollment contract, participate in the educational process. iLEAD Online will support its learners and parents/guardians with appropriate educational materials and support. Learners, staff, parents/guardians will meet at least every 20 days.

With the assistance of facilitators and input from parents/guardians, each learner will design, consistent with the iLEAD Online learner standards and policies, a Personalized Learning Plan of appropriate courses based upon the learner's individual educational needs and objectives. All PLP's will describe the learner's designated courses of study and the credits the learners will receive upon successfully demonstrating proficiency and completing the course of study. Curricula and materials will be aligned with the California Content Standards.

### **SAMPLE APPROACH TO CURRICULUM AND INSTRUCTION**

Through a variety of educational options, learners at iLEAD Online will participate in an academically rigorous and social-emotionally balanced education. Learners and families will meet with staff to design a Personalized Learning Plan utilizing courses offered through iLEAD Online courses. All educational options and curriculum/instructional choices are CCS aligned and A-G approved. By designing a learning plan for each learner, parents/guardians and coaches can best address the needs of each learner and closely monitor the progress for "right on time" calibrations and adjustments.

Each learner will receive individualized, differentiated instruction. Using the iLEAD Learning Targets, which are aligned to the CSS, the parent works with the Facilitator and learner to tailor curriculum and content delivery methods to the individual needs of the learner. Learning styles, interests and motivation are taken into consideration when Personalized Learning Plans are created. Parents can re-teach, reinforce and review topics as needed and move forward when mastery is accomplished. The Educational Facilitator reviews all learner work, evaluates it and documents it against state standards.

### **ENGLISH LANGUAGE ARTS**

Developing strong literacy skills is critical to learners' success in school and for becoming productive, fulfilled individuals. At iLEAD Online, the Educational Facilitator, learner, and parent will support our comprehensive curriculum that 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

### **MATHEMATICS**

Developing mathematical understanding and skills is crucial to academic success for learners

in all grade levels. iLEAD Online will provide a choice of mathematics curricula 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. The Educational Facilitator, learner, and parent will work together to support our comprehensive mathematics curriculum 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

## **SCIENCE**

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 Next Generation Science Standards, will be integrated within project-based units of study. The Educational Facilitator, learner, and parent will work together to support our comprehensive science curriculum incorporating the Next Generation Science and Engineering Practices and Learning Targets that will include 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

## **SOCIAL STUDIES**

The Social Studies curriculum will build learners' knowledge through the investigation of big ideas and essential questions while connecting to their 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. The Educational Facilitator, learner, and parent will work together to support our comprehensive social studies curriculum incorporating the California Content Standards and 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 Online learners must complete the following courses for graduation:

- 2 years of math including introductory algebra
- 3 years of history /social science
- 2 years of laboratory science
- 4 years of college preparatory English
- 1 years of foreign language or visual /performing arts
- 1 year of Physical Education

iLEAD Online learners are encouraged to complete the UC a-g pathway:

This track is for learners who are hoping for admission to the California State University and University of California schools after high school graduation. These university systems require specific courses. Learners must pass these a-g courses with a grade of C or better:

- 2 years of laboratory science
- 3 years of math including algebra and geometry
- 3 years of history /social science
- 4 years of college preparatory English
- 2 years of foreign language
- 1 year of visual /performing arts

Learners may fulfill these requirements using the following options: SAT Subject tests, AP tests, IB tests, community college courses, UC approved online courses.

In order to be as competitive as possible within the UC and CSU applicant pools, parents and learners are advised to further research the school(s) of choice's requirements and also to **research other options to increase competitive edge**. For example, it is often recommended that students enroll in a minimum of the five "core subjects" every year of high school (includes English, math, foreign language, science and social studies). Honors and AP classes will also improve a student's competitive standing.

## **MATHEMATICS**

iLEAD Online mathematics curriculum will be based on California Content Standards and Frameworks, and will develop quantitative thinking through a combination of skills practice, application in real-world scenarios, and activities to develop conceptual understanding.

Activities to develop conceptual understanding include hands-on learning and experiences that help learners "discover" underlying concepts. Educational Facilitators/parents will supplement core content materials with more complex problem-solving activities that provide a performance-based assessment (this is a practice that may unfold over time, as facilitators develop the skill to facilitate performance-based assessment in mathematics). The *Balanced Assessment in Mathematics Project*, developed at the Harvard Graduate School of Education, and *Math Exemplars* are key resources for innovative, performance-based assessments for TK-12 learners.

## **GRADES TK-8**

The TK-5 facilitators will implement a CCS aligned math curriculum.

## **GRADES 9-12**

iLEAD Online will adopt a CCS aligned math curriculum implementing the Integrated Math Pathway for High School as well as Algebra 1, Geometry and Algebra 2 that will prepare all learners for College & Career Readiness.

## **HISTORY/SOCIAL SCIENCE**

Social studies instruction will be based on California Content Standards and embed content knowledge in active learning activities that promote thinking skills used by practitioners of social science disciplines. Activities will include simulations, debates, speeches, research projects and papers. iLEAD Online will identify key standards taught for mastery, and a smaller subset for deeper study.

- World History
- United States History
- Government (1 semester)

## **SCIENCE**

The science curriculum will be based on the Next Generation Science Standards (NGSS) and will emphasize development of thinking skills, using hands-on activities and experimentation to deepen conceptual understanding and facility with scientific methods. The scientific thinking process will be seen as a developmental sequence involving the following cognitions: observing (using the senses to gather information), communicating (talking, drawing, acting), comparing (pairing, making one-to-one correspondence), organizing (grouping, serializing, sequencing), relating (cause and effect, classification), inferring (using superordinate/subordinate classification and if/then reasoning, developing scientific laws) and applying (developing strategic plans, inventing).

- Biology
- Chemistry
- Physics
- Anatomy/Physiology
- Earth Science

## **WORLD LANGUAGE**

Learners will speak, comprehend, read and write a basic world language and will be familiar with the major features of the specific cultures. iLEAD Online will offer world languages at all grades. Intensive language instruction is secondary to academic instruction needed for success in core content areas, including the development of skills fundamental to project-based learning. Languages to be offered include:

- French
- Japanese
- Spanish

## **VISUAL & PERFORMING ARTS**

Learners in grades 7-12 will have access to UC approved Visual & Performing Arts courses, while learners in grades K-6 will have access to similar vertically aligned, age-appropriate courses and workshops.



iLEAD Online anticipates offering the following VAPA courses:

- Art 1,2
- Music 1,2
- Photography 1-2
- AP Studio Art 2D
- Introduction to Animation

## **ELECTIVES**

iLEAD Online learners will have the option of participating in various electives. The list below includes some courses that may be offered for grades 9-12. UC approval will be sought for elective courses that are offered.

- Criminal Justice
- Economics
- Psychology
- Sociology
- Creative Writing
- Screenwriting
- Mock Trial
- Creative Writing
- Computer Literacy
- Physical Science
- Guide to College Applications and Essays

## **High School Course Descriptions**

### **History/Social Science**

#### **U.S. Government**

Learners strive to understand the institutions of American government. Learners compare modern government systems and explore the dynamic origins and developments of founding U.S. principles and documents. Learners examine the U.S. Constitution, the Bill of Rights, and the current system and functions of the U.S. government. Emphasizing the relationship among local, state and federal government, while disseminating and explicating important historical documents and events. The function of the course is to promote civic literacy as learners prepare to vote, participate in community activities, and assume the roles of responsible U.S. citizens.

#### **U.S. History Semester 1**

Learners study the major turning points in American history from the establishment of the Colonies to Reconstruction. Learners will analyze ideas and concepts pertinent to the ratification of the U.S. Constitution and the addition of the Bill of Rights. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, learners build upon the middle school study of global industrialization to understand the emergence and impact of new technology and a new world economy, including the social and cultural effects. Learners will trace the movement of populations from rural America to urban settlements. Learners will understand the political implications of new immigrant populations on the traditional party system. Learners trace the change in the ethnic composition of American society, the movement toward equal rights for racial minorities, and

the role of the United States as a major world power. Learners understand the effects of the political programs and activities of the progressive era. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. In addition, learners consider the major social problems of our time and trace their causes in historical events. Learners will discover that the United States has served as a model for other nations and that the rights and freedoms enjoyed are not by coincidence, but the result of a carefully designed set of political principles, that are absent in many other nations.

## U.S. History Semester 2

This course will present the unique cultural, historical and social landscape of the United States from the Civil War reconstruction to U.S. modern issues of the 20th century. Learners will identify, study and critically analyze major national events of the antebellum period such as U.S. Industrialization and expansionism/imperialism. Learners examine the U.S. involvement in the WWI conflict, the social transition of the roaring 1920's and the Great Depression. Lastly, learners will examine WWII, ending with the economic boom of the 1950's, the Cold War, the Civil Rights Movement of the 1960's and U.S. domestic changes of the mid 20th century. Learners will be able to trace the changing roles of minorities and women and the fight for full equality of all people in the U.S. Learners will track changing U.S. foreign policy during the scope of the topics and historical period covered.

## World History

Learners will study major turning points that shaped the modern world from the late eighteenth century through the present, including the cause and course of the two World Wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. Learners extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Learners develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Learners consider multiple accounts of events in order to understand international relations from a variety of perspectives. Learners relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.

## AP United States History

AP U.S. History focuses on developing learners' understanding of American history from approximately 1491 to the present. Learners investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that learners explore in order to make connections among historical developments in different times and places.

## AP Government

AP United States Government and Politics introduces learners to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture

of the United States. The course examines politically significant concepts and themes, through which learners learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

## English

### English 9

This English course is designed to satisfy CCS and ELA standards and prepare learners for college. This course continues to build learners' grammar skills and oral and written communication skills. It also introduces learners to different literary forms, short stories, folklore and fairy tales, drama, historical literature, speeches, novels, fiction, nonfiction, and plays, to read and analyze. Through directed reading and writing assignments, work will focus on expanding vocabulary, mechanics of language, punctuation, analyzing by literature evaluating patterns and connection within the literature presented, utilizing various presentation methods (power point, posters, newspapers, speeches, memorizations), and increasing writing skills through various narrative, expository, persuasive, and descriptive essay assignments, using organization, research, drafting, editing, and revising.

Learners will develop prowess in writing domains (analytical, persuasive, creative and informative) with a focus on planning and drafting. The formats will include commentary, expository essay, short story, poetry, pastiche, report and reviews. Oral work will consist of group discussion, speech, oral commentaries, dramatic readings and formal presentation. Online learners attend a face-to-face orientation before starting the course to ensure understanding of time commitments, how to navigate the site, and software and hardware requirements.

### English 10

In English 10, learners continue to develop and refine essential skills in reading, writing, speaking and listening. Through the study of core works of literature, nonfiction, supplementary and technical texts, learners will develop proficiency in reading for a variety of purposes. By interpreting and creating texts in response to the literature, learners will come to understand, participate in, and contribute to a common literary heritage. Learners will learn to analyze texts from the world of literature and the real-life world (such as newspapers, journals, and essays) and cogently express applications to their own lives through writing and speaking. By applying and generating technical texts, learners will develop competencies that will prepare them for life in the workplace. Additionally, they will exercise and refine their abilities to speak to different audiences for a variety of purposes. The difference between English 10 and previous and subsequent English courses lies in the length, complexity, sophistication, and range of source materials.

This course presents learners with literature and text that convey values, emotions, and truths about the human condition. The course teaches skills that serve as the necessary basis for further learning and career development, which enriches the human spirit, foster responsible citizenship, and preserve the common literary heritage of our culture.

### English 11

In English 11, learners examine a variety of texts and create a range of documents. This course is focused on the development of grade-level appropriate reading, writing, speaking and listening skills through engaging, enriching and practical literature activities, projects and lessons.

This course covers examples of drama, poetry, prose, novel, informational texts and other media to help learners achieve an appropriate level within the complexity band. Studied authors include but are not limited to Plato, Wollstonecraft, Blake Wordsworth, Wilde, Locke, Swift, Tennyson, Shakespeare, Sophocles, Orwell, Jackson, Poe, London, Huxley and Chaucer. The texts in this course cover a wide margin of chronological contexts ranging from the golden age to postmodern dystopia. This course introduces engaging topics including themes relevant to the American Experience and relevant historical contexts.

### English 12

English 12 is a comprehensive, chronological literature and writing course that introduces materials from the ancient world into the modern age. Learners will create a variety of fiction and nonfiction documents and text that help to prepare them for college and career readiness. Each unit and its correlating assignments are designed to slowly increase in complexity as skills are introduced and built upon one another. The course is designed to mirror Bloom's Taxonomy in the progression of skills in each unit. Learners will develop grade level appropriate reading skills, writing skills, and speaking skills. During this course, learners will also engage in several critical thinking and problem solving skills. An important focus will be on using language with precision and clarity, and developing greater control in writing. The course is intended to prepare learners for college and/or the workplace.

The purpose of English 12 is to engage learners in functional literacy and technical writing. Both MLA (Modern Language Association) and APA (American Psychological Association) styles will be explored and assessed in this course. In addition, learners are immersed in a chronological and critical study of English language and the evolution of literary forms. Learners will focus on classic European and American literature, identifying differences in perception and interpretation. Learners are also expected to analyze and evaluate pertinent themes and topics aligned to the greater goals of European and American social study. They use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance. All content is aligned with the California Contents Standards (CCS) Standards for English.

## Mathematics

### Algebra 1

This activity--rich, beginning algebra course introduces the learner to algebraic concepts including developing symbolic reasoning using variables which abstract real-life, and emphasizing problem-solving skills that can be applied to any situation. Real-world applications, critical thinking, understanding of the logic behind formulas and which to use, and problem solving are emphasized throughout the course. Opportunities for practical application of the concepts are given to learners through the presentation and are tied in with relevant situations, helping learners make sense of the study of algebra, and develop critical problem-solving skills for a wide variety of real-world applications. This course is designed to provide the tools to lead learners into the study of Geometry and Algebra 2.

### Algebra 2

The purpose of Algebra 2 is for learners to have a functional comprehension of the rules of operations and relations with connection to the relevant application of these principles in their lives. Learners will experience a challenging course with high, established expectations specifically designed to help them succeed, and to develop connections with other

mathematics courses and subjects. Learners will also be introduced to elements of advanced mathematics to enable and encourage them to pursue further studies including Analysis, Statistics, and Trigonometry. Algebra 2 is a course of study in the concepts and skills pertaining to mathematical symbols and formulate, operations, expressions, functions and non-functions including: linear, exponential, logarithmic, transcendental, conic sections, and absolute value, as well as, other mathematical phenomena such as sequences, series, sets, number systems, proof, and some limited statistics and probability endeavors.

### Geometry

This activity-rich geometry course extends geometric concepts learned in middle school through exploring more complex situations to deepen understanding of geometric relationships using mathematical arguments. Transformations are emphasized in this course. Learners experience geometry as a coherent, useful, and logical subject that uses their ability to make sense of problems that apply to life and emphasizes problem-solving skills, which can be applied to any situation. Real-world applications, critical thinking, understanding of the logic behind formulas, and problem solving are emphasized throughout the course and are tied in with relevant situations, helping learners make sense of the study of geometry and develop critical problem solving skills for a wide variety of applications. This course is designed to provide the tools to lead learners into the study of Algebra 2, Trigonometry, and Calculus.

### Integrated Math I

Integrated Math I is the first course in the Integrated Mathematics Pathway. It serves to extend the concepts and skills acquired in the middle grades. Learners will learn to reason with equations and expressions, describe and interpret data, use simple proofs and geometric constructions, and work within the coordinate plane.

### Integrated Math II

Integrated Math II is the second course in the Integrated Mathematics Pathway. Learners will learn to work with parabolic function through data analysis, algebraic manipulation, and graphing. Learners will be expected to engage in real-world exercises that will challenge them. As with all integrated coursework writing will form a considerable portion of this course. The purpose of Integrated Math II is to highlight the quadratic expressions and functions, as well as cursory mathematics and extensions of second-degree polynomials. In this course learners extend the rules of exponents to include rational exponents.

### Integrated Math III

Integrated Math III is the third course in the Integrated Mathematics Pathway. It is designed to round out a learner's study of Algebra, Geometry, and Statistics and to prepare them for a fourth course in higher mathematics, such as a college prep Statistics course or Introductory Calculus. Here again, the emphasis is on the nature of mathematics as a continuum of ideas rather than a set of distinct subjects. Learners understand why and how data is acquired and utilized. The notion of functions to exponential functions and logarithms as resources for computation and modeling are key elements of learning. The understanding of numeracy is increased through the study of rational numbers and their abstract extension into rational expressions and equations. Integrated Math III extends geometric skills as well through the incorporation of the Law of Sines and Cosines, while bringing in the notion of periodic functions which serve as yet another model for learners to use.

## Science

### Biology

This activity and project rich Biology/ Life Science CCS based course focuses on the use of science principles as powerful conceptual tools to make sense of the diversity, interconnectedness and complexities of life on Earth. Learners engage in authentic learning experiences and laboratories that drive the application of biological knowledge to make decisions and solve problems.

### Anatomy and Physiology

Anatomy and Physiology is a rigorous, second year Biology course for learners interested in biology, medicine and its related professions. Learners will be introduced to many lab exercises that will help them to understand both the human body and the importance of correct laboratory procedures. Anatomical structures and their functions for each of the major body systems are studied. Interaction between the body systems and how those interactions allow the human body to maintain homeostasis will be studied extensively. The effects of aging and system/organ failure on body function are also studied.

### Chemistry

Chemistry is the central science, bringing together the theoretical aspects of the physical and life sciences together in their application in the real-world. This course covers the basic topics of measurement, atomic structure, electron configuration, the periodic table bonding, gas laws, properties of liquids and solids, solutions, stoichiometry, reactions, kinetics, equilibrium, acids and bases, and nuclear chemistry, as well as the applications of chemical principles. In this chemistry course, learners will deepen their understanding of physical science by studying problems and challenges in the world through the lens of chemistry.

Through this frame, they learn the foundational analytical skills and content for an in-depth understanding of chemical concepts. Emphasizing the development of their ability to think clearly and express chemical concepts in an academic manner, learners are allowed to explore chemical concepts in their context and conduct laboratory investigations that create an opportunity to build on and expand upon these concepts.

### Physics

This physics course is a two-semester (one year) course that learners will take in eleventh grade. The curriculum is aligned with the Next Generation Science Standards for High School (Forces and Interactions, Energy, Engineering Design, Waves and Electromagnetic Radiation), as well as, the California Content Standards. The learners will have the opportunity to acquire concepts, knowledge, and skills through hands-on activities, laboratory practices, and science demonstrations. Most of the labs and activities will involve algebraic equations as well as some other mathematical calculations. Finally, this course seeks to connect the science of physics with its real-world purpose.

### Physical Science

Physical Science is an introductory science course. This first Semester is Chemistry and second Semester is Physics. In the first semester, the learner will learn about matter and its properties. The learner will also explore types of chemical reactions, acids and bases, and biochemistry. In the second semester, the learner will learn about physics and the laws of nature. The learner will explore Newton's Laws, gravity, energy, electricity, magnetism, and waves.

## **Languages Other Than English**

### **Spanish 1**

Spanish 1 is an introductory course studying language and culture from Spanish-speaking countries. This course is designed to teach language at the beginning level. In this course, learners will be introduced to the four essential language skills: speaking, writing, reading and listening. In addition to studying the culture of various Spanish-speaking countries, learners will also learn greetings, verb conjugations, basic vocabulary, pronunciation and grammatical structures. They will learn to communicate in the target language using topics of family and friends, food, traveling, sports and shopping in the present and past actions.

### **Spanish 2**

Spanish 2 is designed for learners who have taken Spanish 1 and wish to continue their Spanish studies. Instruction will emphasize listening, speaking, reading, and writing skills in preparation for advanced work. Learners will be able to express themselves at a more advanced level in present and past tenses. Additional emphasis will be focused on reading comprehension in the target language.

### **Japanese 1**

This course is an introduction to Japanese language and culture. This course will cover the basics of the Japanese language, including the basic writing systems (hiragana and katakana), common expressions and greetings, as well as basic grammar structure. Learners will be able to hold rudimentary conversations and learn basic information about others, describe things, and ask questions.

### **Japanese 2**

This course is an intermediate level course in Japanese language and culture. Learners will gain fluency in Japanese with increased ability to comprehend, read, speak and write. In this course, learners will have the opportunity to improve communication skills and can understand and express themes in Japanese.

### **French 1**

French 1 presents the basics of the French language. Learners learn greetings, verb conjugations, basic vocabulary, pronunciation, and grammatical structures and get a glimpse of the French-speaking world. Learners develop a beginning reading and conversational ability, laying the foundation for further study of the language. The course emphasizes understanding basic words and phrases and practical application.

### **French 2**

This intermediate course is designed to help learners increase their knowledge of the language and cultures of the French-speaking world. Learners will further develop basic proficiency in the four modalities of language learning: listening, speaking, reading, and writing. There continues to be a strong emphasis on vocabulary acquisition and verb conjugation at this level.

## **Visual and Performing Arts**

### **Art 1**

This visual arts course covers concepts of design with emphasis on the development of good

composition and craftsmanship (beautiful work). Learners will use a variety of materials to create 2-dimensional and 3-dimensional projects. The curriculum will focus on art history, art movements, and art production. Many of the projects covered in this course will be integrated with the learners' core curriculum in other subjects so learners can make cross connections.

## Art 2

Visual Arts 2 continues to develop technique, craftsmanship and concepts of design with emphasis on marketing and branding and various artistic movements of the late 19th and early 20th centuries. Learners use research and draft processes to further the quality of their work. Learners will continue to build on their development of technical skills by using a variety of medium to create both 2-dimensional and 3-dimensional projects. The curriculum will focus on how art communicates, 20th century art history and art movements, and art production. Many of the projects covered in this course will be integrated with the learners' core curriculum in other subjects so learners can make cross connections.

## Photography 1

This course explores the uses of photography in the humanities, emphasizing fine art, commercial and documentary photography and their social and historical significance. This course explores photography as a fine art through demonstration of the use of composition, elements of art, critique, reflection and mastery of technique. This course will also examine the relationship between words and images using classic examples of books utilizing photos and text. Learners learn the importance of visual and oral communication as a media tool through practiced presentation of work, written artist statements and critiques, as well public speaking presentations. Learners will use higher-order thinking skills through inquiry, observation, identification of relationships among pieces of information, and identification of patterns. Professional image presentation will be examined through the production of a digital portfolio and photo web gallery.

## Photography 2

Photography 2 explores the uses of photography as a fine art as well. Learners face technical challenges and acquire intermediate editing techniques. This course covers intermediate level camera, film and digital technical knowledge with aesthetics in photography. Photography 2 exposes the learner to in-depth photographic history and genres in addition to intermediate technical skills.

## Intro to Animation

This course will provide an introduction to the basics of animation. Learners use digital tools to create artwork and apply the elements and principles of art and design, as well as the principles of animation. Learners in this course create work demonstrating the elements of art: Animation Basics, Principles of Animation, Character Design, Backgrounds, Movement, Script and Storyboards.

## AP Studio Art 2D

The AP Studio Art: 2-D Design Portfolio Photography course offers an opportunity to participate in a learning experience that is equivalent to an introductory college level course. This rigorous academic curriculum is designed to guide exploration in developing mastery in the concept, composition, technique and execution of original 2-dimensional photographic artwork, while emphasizing art as an ongoing process involving informed and critical decision-making.



## Electives

### Psychology

This one-semester elective course is designed to give learners an introductory overview of the major concepts in the field of psychology. It includes with a survey of history and systems in psychology, influential schools of thought, prominent figures and how each contributed to the development of the field. It provides opportunities to explore studies regarding psychobiological processes, research methods, human development, personality theories learning, perception, memory and psychological disorders and effective treatments. Learners will create hypotheses regarding human behavior, conduct studies, collect data, sort and analyze that data and write summary conclusions. Major goals of this course include: learning to observe human behavior without interpreting it through personal inferences; becoming better listeners; practicing metacognition to understand thought systems, experiences and beliefs in new ways; gaining insight into the behavior of those around them through familiarity and application of psychological principles; honing critical thinking skills; and analyzing behavior.

### Sociology

This one-semester elective course is designed to give learners an overview of the major concepts in the field of sociology. This course will cover issues relating to: law and crime; family and gender; work and leisure; culture including art, music and film; communications, particularly social media; death and dying; and peace, war and conflict. It will include an emphasis on recognizing population and demographic phases and their impact, as well as race and ethnic changes that resulted from these shifts.

### Economics

This Economics course is designed to increase understanding and useful, relevant vocabulary pertaining to the field of Economics. This course will track and evaluate the impact of scarcity, production, consumption and the distribution of wealth and property. The practical distribution is studied globally, at both the micro and macro level. Throughout this course, learners will evaluate the role of the federal government in the U.S. economy and its greater effects on global markets. This course will investigate the science behind the individual, government, business, and national choices and struggle to overcome scarcity. Through the study of both the Classical and Keynesian approach to economics, this course seeks to help one unfold and develop an opinion and perspective of how a market and its policies can best operate. This course will develop understanding and appreciation of command, market and mixed economic systems. Lastly, learners explore subsequent methods of regulation as they design, develop and analyze business models and larger economic projects.

### AP Macroeconomics

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops learners' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Learners learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

### Criminal Justice

Criminal Justice provides learners with a broad overview of the criminal and juvenile justice systems. Learners learn about historical developments and current practices in criminal law, corrections, and the courts. Throughout the course, they explore the meaning of crime and justice, and the relationship between criminal justice and social justice. Learners examine course material through several lenses:

- Philosophical and Historical: Theoretical foundations of the legal system, and purposes and justifications of laws and social contracts.
- Power and Fairness: How the law and legal systems can be used both to protect and oppress. The balance of different kinds of power within society is also explored.
- U.S. Law and Law Enforcement: How laws are created, enforced, and interpreted. The relationship between law and public policy at the federal, state and local levels of government are also studied.
- Advocacy and Policy: How individuals and groups, including young people, can take action to reform the legal system.
- Career Exploration: What career paths exist in the legal and criminal justice systems, and how the pursuit of a particular profession can serve as a form of civic action.
- Comparative Systems: How the U.S. legal system compares with legal and political systems, philosophies, and practices of other countries.

#### Mock Trial

In this course, learners will further develop skills they obtained in earlier Speech and Debate study and practice, and will participate in more focused experiences necessary to improve their public speaking abilities and skills. These improvements are designed to take them into a championship level in the extracurricular activity of high school Speech and Debate.

Additionally, learners will receive a comprehensive education concerning the United States' legal system. They will study, prepare, and perform as trial advocates in criminal cases. In doing so, they will develop witness characters, learn the intricacies of direct and cross-examination, perform opening statements and closing arguments, and explore constitutional issues. Learners will subsequently deploy their trial strategies in competition at the Los Angeles Courthouse, practicing in accordance with the California code of evidence in courtroom simulations.

#### Computer Literacy

This is an essential course for all learners using technology tools for learning. This program is intended for high school learners interested in learning the basic skills needed to be a successful online learner. This course is for learners with little or no experience in technology. In this course, learners will explore netiquette, cyber-bullying, online ethics, online identity and safety. This course also introduces the basic technology skills in using the internet for research, academics, copyright and fair use of materials as well as green technology. This course provides learner-centered, media-rich lesson materials that emphasize skill building, critical thinking, ethical discussion, media creation, and decision making to learners of all ages. This course addresses the whole community by providing materials to educate parents/guardians and families about digital citizenship.

#### Health

A primary goal of the iLEAD Online health education program is to improve academic achievement and health literacy for all learners. The following four characteristics are identified as essential to health literacy:

- Critical thinkers and problem solvers when confronting health problems and issues
- Self-directed learners who have the competence to use basic health information and services in health-enhancing ways
- Effective communicators who organize and convey beliefs, ideas, and information about health issues.
- Responsible and productive citizens who help ensure that their community is kept healthy, safe, and secure.

These four essential characteristics of health literate individuals are woven throughout the iLEAD Online health education program.

### Physical Education

The high school experience represents the culmination of physical education. When learners reach ninth grade, they are ready to integrate all that they know with all that they can do. They become capable of higher-order thinking and of more skilled performance. Therefore, the five elementary and middle school model content standards have been combined into the three high school model content standards noted earlier.

The three overarching content standards for high school youths are as follows:

- Standard 1: Learners demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
- Standard 2: Learners achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
- Standard 3: Learners demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

### Yoga

In this course, we will utilize yoga practices to become more physically, mentally, energetically, and emotionally fit. This course will present techniques in yoga. Yoga means union, and refers to the union of the body, mind, and breath. It is a system of self care that was developed in India and is practiced all over the world. Yoga develops core strength and helps to develop lung capacity through careful breathing. The emphasis in this course will be asana practice which refers to poses and postures designed to develop flexibility, muscular strength, and muscular endurance. Emphasis will be placed on correct alignment and safe practice. Yoga students will learn concepts of physical fitness, identify stress reduction techniques, gain an increased ability to concentrate, and develop a Personal Fitness Plan to support a lifetime of fitness.

### Technology

iLEAD Online 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 for Learners are designed to empower learner voice, and ensure that learning is a learner-driven process of exploration, creativity, and discovery regardless where they or their facilitators are engaged in the thoughtful integration of educational technology. These standards are based on four themes: creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision-making. At iLEAD Online, we integrate these standards and strive 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.

#### **OPTIONAL ENRICHMENT WORKSHOPS**

iLEAD Online will function as a place of academics as well as a place for the learners to enrich their lives in other ways. Enrichment workshops may also be offered. They will be varied and will capitalize on the passions, interests and needs of each individual learner.

#### **INSTRUCTIONAL MATERIALS**

Facilitators will 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 Personalized Learning Plan (PLP). Materials will be 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 will have opportunities to select materials appropriate to subtopics they have chosen.

#### **INDEPENDENT STUDY ONLINE LEARNING MODEL**

iLEAD Online will leverage technological and human resources to create an online independent study-learning environment in which learners utilize iLEAD Online courses to complete coursework in our learning management system (LMS).

Learners work in online courses from home, which is documented by the program itself and work product assignments and projects. Similarly, applicable labs, workshops and internships are documented by the learner, with the added element of mentor assessments, notes, meetings, and reflections and coach or facilitator supervision. Work is compiled and documented as part of the learner's PLP, which serves as proof of learning and growth.

Within this program offering, the traditional teacher's role shifts to that of a facilitator, placing learners in the center of their learning and requiring that they take ownership for their schooling. Learners are paired with a facilitator. Facilitators aid learners in planning their PLP, identifying resources that will help them meet their academic and social-emotional goals, and planning their projects. For learners undertaking internships, facilitators are also the primary contact for their mentors. Facilitators will visit the learner at the site of their internship and help the mentor assess growth and learning.

At the beginning of each year each learner will design a Personalized Learning Plan (PLP) in which s/he identifies her academic and social-emotional goals (drawing from CCS, frameworks, ELD, NGSS, CASEL and SEL standards). Learning Plans will also identify the methods by which the learner will work toward their goals: online courses, independent or collaborative projects, service learning, or apprenticeships. As the semester progresses, the learner and the facilitator will track progress, adjusting as necessary. Learners will move through content at their own pace.

### **RECRUITMENT, HIRING & RETENTION OF APPROPRIATELY CREDENTIALLED TEACHERS**

High learner achievement depends on the quality of instruction. The charter school 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 will list specific required characteristics, including experience/success with English learners that best support learner achievement and individual needs of all learners at iLEAD Online. The school will recruit facilitators by publicizing openings on education listserv and websites, contacting teacher education programs, placing announcements in education publications, and any other means possible to attract the best applicants.

iLEAD Online 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 Online's approach. Ideal candidates will value an emphasis on the whole child in teaching, will commit to building relationships and will have interest and experience in guiding families in building a standards-based curriculum that engages learners in active, meaningful project-based learning. This may include familiarity with constructivist methods, project-based learning, personalized learning, homeschooling, development of real-world skills and engaging learners' interests. Ideal candidates will also have the organizational skills necessary to process the learner contracts and paperwork, and the communication skills needed to address the diverse needs of each family and learner. Candidates will participate in a rigorous hiring process. The daylong process includes an orientation, formal interviews, and demonstrations in which candidates lead and participate in a learner advisory group. This process includes parents/guardians, learners and facilitators in the hiring process along with the School Director/Executive Directors in finalizing all hiring decisions.

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

## **PROFESSIONAL DEVELOPMENT & COLLABORATION FOR ONGOING IMPROVEMENT**

Professional development will include comprehensive training prior to the start of the school year, as well as specified days each month devoted to facilitator growth, collaboration and professional development. Professional learning experiences will develop facilitator understanding of the theory and practice of iLEAD Online's instructional approaches and will cover such topics as meeting individual learner needs, independent study guidelines, developing Personalized Learning Plans, utilizing assessments and PBL rubrics, CCS aligned standards, development and lesson-planning, and using online learning resources. All facilitators and staff will receive mandated reporter training.

iLEAD Online will require that facilitators begin with two weeks of professional development and planning at the beginning of August (One week iLEAD Camp Make Professional Development) (prior to the start of the school year), with suggested new facilitator onboarding process in the summer (one week of "Boot Camp" professional development). The week of "iLEAD Boot Camp" will be considered 'optional' or 'voluntary' and facilitators will be compensated with daily stipends, should they attend. The two weeks of "Camp Make" (or equivalent) in August would be 'mandatory' and it would include team building days, administrator-initiated activities, team and individual coaching and facilitator-initiated activities. The program calendar intends to follow the typical holidays and recesses of the iLEAD Schools master calendar.

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 personalized learning instructional program. iLEAD Online'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 and professional development systems will allow for sufficient time for this process to take place.

iLEAD Online will be a collaborative learning environment. The School Leadership Team (Admin) will be supported by iLEAD Schools Development (Central Office) to work in cooperation with facilitators and staff to ensure that the school/program is working at its optimum capacity. School leadership will support and guide the staff to establish and achieve their goals. Systems will be created to support facilitators in creating and maintaining course curriculum, communicating with parents and legal compliance for independent study. The governing board will support and guide the school leaders to establish and achieve his or her goals. This cooperative accountability system will ensure continual school/program improvement.

iLEAD Online will cultivate a professional culture that thrives on the same principles as iLEAD Schools. This culture will be collaborative in nature, encourage ongoing professional dialogue, and be a positive, fun environment. The iLEAD Online professional culture will begin with initial professional development and be 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 Leadership. The program will utilize practices outlined by Kim Farris-Berg's work on Teacher-Powered Schools that encourages teachers acting "to make decisions influencing the success of a school, project, or professional endeavor." <http://www.teacherpowered.org> With this model, facilitators will take an active role in policy, hiring, dismissal and other aspects of school

leadership. Because of this positive professional culture, facilitators will be motivated to remain with the iLEAD Online program, ensuring facilitator retention.

Success in building a positive professional culture will be assessed using annual surveys designed specifically for each stakeholder (facilitators, staff, learners, and parents/guardians).

#### **PARENT/GUARDIAN INVOLVEMENT**

Family involvement is crucial in creating a nurturing and safe school community. Research shows

that long-term parental involvement is a critical factor in learner success.<sup>3</sup> At iLEAD Online, the

staff will be committed to welcoming and working with families to engage them in their learner's education. Parents shall play a vital role in the educational program of the iLEAD Online. The process begins with a parent orientation upon enrollment in which parents are informed about all aspects of the charter school's governance, its educational model and curriculum. The orientation also allows parents to ask questions and thereby ensure their complete understanding. To maximize parent understanding and involvement, orientations and subsequent parent meetings will be scheduled in deference to parent schedules. Regular parent newsletters are sent to keep parents abreast of school developments, successes and challenges and gather input to inform governance of the school. The goal is *meaningful parent involvement in the school and the learners' goals and progress* and not just the circulation of information. Parents will have the opportunity to serve on the School Advisory Board. Families will have many opportunities throughout the year to build connections with the school by way of orientation to explain key policies and procedures. There will be frequent communication between the school and families through newsletters, which will include features on learners, course updates, and instructional tips. In addition, the newsletter will include information about upcoming events such as community events, iLEAD events, workshops, course information, etc. These events provide a variety of social and educational activities, which will promote community-building and encourage parent participation.

The charter school's governing board will develop policies to promote effective communication between parents/guardians, facilitators, and administrators, setting expectations for the timeliness of responses, the manner in which conflicts will be resolved, and staff training to minimize conflicts, such as effective communication strategies, team building, conflict resolution techniques and harassment prevention.

#### **LEARNING PERIOD MEETINGS**

Learners and parents must participate in regularly scheduled learning period (LP) meetings approximately every 20 days. At these meetings, the coach, along with the parent and learner:

- Review all necessary paperwork such as samples, activity logs and other documents.
- Provide support and guidance to both the parent and the learner on online independent study matters.

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<sup>3</sup> Henderson, A., & Mapp, K. (2002). *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*. Austin, TX: Southwest Educational Development Laboratory.

- Discuss learning for the next 20 learning period days.
- Interact with the learner as he or she demonstrates or discusses learning that took place during the previous learning period. This is a great way to show the coach all that a learner has learned during that 20-day learning period! Learners are encouraged to provide several assignments to “show off” their learning experiences with their coach.

Learners in grades K-12 will provide quality work samples to their coach each month. Work samples may be accessed or made available to the coach within the iLEAD Online LMS. Learner’s work samples will show academic progression through the curriculum. This mandatory requirement must be provided to the coach every 20 days at the learning period (LP) meetings.

### WASC ACCREDITATION

iLEAD Online plans to initiate the accreditation process through the Western Association of Schools and Colleges (WASC) within the first year of operation. All courses that fulfill the University of California’s A-G requirements will be submitted for approval. The Charter School intends to obtain, and thereafter maintain WASC Accreditation.

### GRADUATION REQUIREMENTS

iLEAD Online’s graduates will have the academic and life skills necessary to allow them to flourish at competitive universities. All learners will have the opportunity to enroll in courses that meet UC A-G requirements. iLEAD Online’ Graduation Requirements include:

- Three years of English (recommended four)
- Two years of mathematics, including one year of Algebra I
- Two years of science, including biological and physical sciences including Lab Science
- Three years of social studies, including United States history; world history, a one-semester course in American government and civics; and a one-semester course in economics
- One year of visual or performing arts, foreign language, or career technical education.
- 1 year of physical education
- 1 year elective courses of learner’s choosing

	Subject	iLEAD Online Course Requirements	UC/CSU Course Requirements
A	History / Social Science	3 years	3 years
B	English Language Arts	4 years	4 years
C	Mathematics	2 years	3 years (4 recommended)



D	Laboratory Science	2 years	2 years (3 recommended)
E	World Language	1 year of World Language or Visual and Performing Arts	2 years (3 recommended)
F	Visual and Performing Arts	1 year of World Language or Visual and Performing Arts	1 year
G	College Preparatory Electives	1 year	1 year
	Physical Education	1 year	
	Junior College Concurrent Enrollment		(1 year recommended)

iLEAD Online will inform all parents/guardians of enrolled learners about the eligibility of courses to meet college entrance requirements. Parents/guardians of learners seeking higher education admission will be notified should any issues or problems arise regarding the eligibility of the charter school's courses to meet college entrance requirements. In addition, WASC accreditation will also facilitate the transferability of iLEAD Online's courses to other high schools. iLEAD Online will provide learners and parents/guardians with a course catalog or its equivalent notifying parents/guardians about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

iLEAD Online seeks to serve learners that are underserved by other educational options. However, and in accordance with Education Code section 47612, as may be amended from time to time, iLEAD Online will only generate apportionment for serving learners that are over 18 years of age or older if the learner has been continuously enrolled in public schools and is making satisfactory progress towards earning a high school diploma.

#### **CREDIT RECOVERY OPPORTUNITIES**

iLEAD Online will make credit recovery options available for learners to ensure that all learners graduate on time having completed A-G and graduation requirements. Each learner has a Personalized Learning Plan (PLP) that is regularly reviewed with his/her coach. If a learner is not making adequate progress, the coach and at times the course facilitators will meet with the learner and discuss options such as: summer school, online classes, and adult school. Credit can also be earned at a community college.

#### **MEETING THE NEEDS OF ALL LEARNERS**

##### **PLAN FOR ENGLISH LANGUAGE LEARNERS**

According to the U.S. Census Bureau one in five public school learners live in homes where

English is not the primary language (Freeman & Freeman, 2007, p.5)<sup>4</sup>. In 2006-2007, 25% of all California public school learners (1,568,661 learners) were classified as English learners<sup>5</sup>. In the past two decades, the number of English learners in public schools has increased and the need to serve English Language learners (ELL's) is one that permeates across the country, and in California. iLEAD Online is in the heart of Southern California. The learner population is largely Latino (Hispanic) with most, but not all, learners coming from homes where Spanish is the primary or L1 language. iLEAD Online understands that it is the moral and legal responsibility of the school to provide English Language Learners (ELL) with access to equal education. iLEAD Online will be responsive to the needs of families of ELLs regardless of the home language.

In 1972 the Supreme Court of the United States held that "...there is no equality of treatment merely by providing learners with the same facilities, textbooks, guides, and curriculum; for learners who do not understand English are effectively foreclosed from any meaningful education."<sup>6</sup> Providing equity and access has always been a challenge within the context of public schooling, but has come to the fore since the passage of No Child Left Behind (NCLB) and Every Student Succeeds Act (ESSA), which keys into academic growth of underperforming subgroups (specifically special education learners and English learners). iLEAD Online is committed to providing equity for English learners through access to academic English and use of SDAIE strategies.

### **SERVING ENGLISH LANGUAGE LEARNERS**

iLEAD Online embraces the instructional vision that expects all learners to gain the "ability to engage in rigorous reading, writing, critical thinking, speaking and mathematical and scientific problem solving."

iLEAD Online is committed to offering a rigorous, data-driven, and research-based program to all English language learners. We commit to systematically ensuring that learners achieve oral and written proficiency and have access to core curriculum. The goal is for all English language learners to have equitable access to college and define their own success.

- English language learners will develop oral, written, and reading language proficiency to have access to high-quality educational opportunities. According to the California Educational Code, all school districts are required to continue to provide additional and appropriate educational services to English learners until they have demonstrated English-language skills comparable to that of the district's average native English-language speakers and have recouped any academic deficits which may have been incurred in other areas of the core curriculum (CCR, Title 5, section 11302). Services must continue until ELL's meet objective reclassification criteria (EC 313). This means that EL learners must be provided with ELD and SDAIE in all core content classes, as

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<sup>4</sup> Freeman, Y. & Freeman, D. English Language learners: The Essential Guide. Scholastic, 2007

<sup>5</sup> 2006-07 English learners Report. (N.D.) DataQuest (CA Dept. of Education). Retrieved December 23, 2014, from <http://data1.cde.ca.gov/dataquest/>

<sup>6</sup> Lau v. Nichols (Supreme Court decision) as cited in Biegel, S. Education and the Law. Thomson/West, 2006

needed, until they are redesignated as Fluent English Proficient (RFEP). RFEP learners are monitored for a period of two years through iLEAD Online's quarterly data reviews conducted by the Support Team and the school Director. Two measures utilized to ensure RFEP learners are successfully accessing the core curriculum are internally development standardized benchmark assessments and course grades. Learners who demonstrate an area of need are assessed and provided the appropriate support or scaffolds in core instruction to ensure success.

Facilitators and leaders view the need to serve English learners as an opportunity. iLEAD Online values learners' home languages and cultural backgrounds. We ensure that all communication goes home in both Spanish and English and provide translation at all school events and conferences. We are dedicated to communicating accurately and efficiently with families whose primary language is other than Spanish or English and will tap into available resources to do so. Additionally, iLEAD Online presents workshops to empower parents/guardians and share strategies to support their child's language development.

### **STEPS TO ENSURE ENGLISH LEARNER'S SUCCESS:**

#### **Step 1. Identification of English language learners: Home Language Survey**

- Home Language Survey is included on the standard enrollment form that parents/guardians of all entering learners must complete to officially enroll. This data is used to identify learners who may not be proficient in English. iLEAD Online recognizes that speaking another language in the home is not an automatic identification of a learner as Limited English Proficient/English Language Learner. The preliminary evaluation conducted in the next step determines the learners who should be identified as English language learners.

#### **Step 2. Preliminary Evaluation: Academic History**

The learner's academic history is thoroughly assessed by school administration including:

- Academic records from within or outside of the United States
- Course grades which, in relation to the learner's grade level, indicate that lack of progress is due to limited English language acquisition
- Information on everyday performance
- If the facilitator's observations coupled with poor academic performance indicate that there is a possible language barrier, then learners are formally screened.
- If the learner's academic performance is on par with grade level peers, and there are no indications that limited English proficiency has been a barrier to the learner's learning, then this learner does not need further evaluation of the English language proficiency.

#### **Step 3. Screener Evaluation for Instructional Placement**

The administration, specifically the administrator who oversees the English language development program, is charged with initially screening a learner as follows:

- A learner with limited English language skills that has 1) recently arrived in the United States, or 2) is newly enrolled in the school, is formally screened to help determine if the learner needs a language instruction educational program.
- The CELDT and EL Achieve Express Placement assessments are used to assist in determining the learner's initial English language development level and placement.
- If the learner is identified as an English language learner, this information is reported to the site level records clerk who enters the learner data equivalent Student Information System (SIS).

#### **Step 4. Placement in Language Instructional Program**

Once identified, programmatic decisions are based on a holistic profile that considers multiple sources of data:

- English and Spanish reading tests
- EL Achieve Express Placement test
- CELDT scores
- Grade/course level assessments
- Facilitator observations
- Conversations with the learners
- Parental input.

#### **Step 5. Required Notification**

English learner placement decisions are communicated to parents/guardians in a timely and standardized manner. The process is as follow:

- The school notifies parents/guardians within no more than 30 days after the start of the school year.
- Parents/guardians of learners who are identified as English language learners after the start of the school year must be notified within two weeks.
- The school will schedule individual meetings to discuss this information with parents/guardians and mail a letter informing parents/guardians of the placement.

#### **Step 6. Ongoing Assessment**

Learners classified as English language learners must:

- Be assessed on the CELDT/ELPAC annually.
- Be assessed on the English language development standards via English language development portfolio throughout the year until they meet the re-designation criteria outlined by the State of California.

#### **TARGETED INSTRUCTION FOR ENGLISH LEARNERS**

To achieve instructional vision and meet state requirements, substantial attention will be paid to teacher professional development and collaborative work around instructional strategies that are effective for English Language learners. Research-based strategies which will be utilized by iLEAD Online are highlighted below:

1. **Learner Engagement:** The Charter School staff will be consistently challenged to achieve 100% learner engagement. Learners are engaged in learning when they have goals for schooling. They participate and ask questions. They actively incorporate new information with prior knowledge. They are held accountable by staff and peers, as well as themselves, for learning. 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.”
2. **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.

3. **Non-Linguistic Representation:** Nonlinguistic representations help English Language learners 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.
4. **Informal Assessment and Immediate Feedback:** English Language learners require immediate feedback that is timely and realistic in order to know how they are progressing. When provided feedback, learners are given information about how well they are doing relative to learning goals 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<sup>7</sup>. 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 answers.
  - 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.
5. **Systematic ELD Instruction and Programming:** In addition to integrating SDAIE and ELL strategies throughout the curriculum, iLEAD Online is devoted to providing ELD instruction for emergent language learners. Learners are taught at their assessed ELD proficiency level during the academic session. In addition, all ELD 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

Implementing the systematic focused and targeted approach to meeting the needs of English Language learners at iLEAD Online is an important indicator of the School’s commitment to effectively serving ELLs. iLEAD Online is highly committed to serving all the learners and

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<sup>7</sup> Hill, Jane, Bjork, Cynthia. Classroom Instruction That Works with English Language learners. ASCD, 1996

families that make up the school community. Substantial attention to given to meeting the needs of English language learners, in addition to effective language support for all learners, and continually strive to employ innovative, best practices to do so. Aligned with iLEAD Online's mission and instructional vision, it is the school's goal that English Language learners achieve a strong command of academic English to have access to high quality educational opportunities.

#### **Paths to Reclassification, Reclassification Criteria and Reclassification (RFEP) Cycle:**

iLEAD Online realizes the importance of monitoring and supporting English language development over time and ensuring that learners are prepared to be reclassified as fluent in English (Reclassified Fluent English Proficient or RFEP). For this reason, the school will deploy a systematic process for tracking English learners and their progress towards meeting the criteria for re-designation (RFEP). The California State Board of Education has established guidelines, based on EC 313(d), for school districts to use in reclassifying learners from EL to reclassified fluent English proficient. iLEAD Online's reclassification criteria reflect the same criteria set forth by the state:

- CELDT overall score is a 4 or 5, with scores of 3 in all subtests: Reading, Writing, Listening, Speaking (will revise when ELPAC is implemented)
- Score of Meeting Standard or above on CAASPP ELA assessment (where applicable) OR score within grade level norms on the MAP reading assessment
- Facilitator feedback and evaluation on whether learner is successful in mainstream English Program (score of "Early Advanced" or better in the areas of listening, speaking, and writing on ELD rubric)
- Consultation with parent

These criteria will remain in effect until iLEAD Online learns of changes directed by the state level.

iLEAD Online administrators and records personnel identify two important checkpoints during the school-year (September and February) to determine which learner is eligible to meet the reclassification criteria. If a learner meets some, but not all, of the criteria, the facilitator is notified so that she or he can target instruction to help the learner meet the goal of reclassification.

When a learner meets the RFEP criteria, the learner, parent and current facilitator are notified in writing. At iLEAD Online we realize that just because a learner has met the state-mandated criteria for re-designation, this may not mean that learner no longer needs support with academic English. Facilitators and administrators closely monitor RFEP learner progress in coursework and on standardized testing measures for three years after re-designation.

#### **PLAN FOR LEARNERS WHO ARE ACADEMICALLY HIGH ACHIEVING**

iLEAD Online opposes tracking and therefore does not single out learners for gifted only courses. iLEAD Online believes that all learners can learn and achieve at high levels when offered appropriate curriculum, time, and support. All learners will design a Personalized Learning Plan with their Educational Facilitator that matches their current academic achievement level, learning style, and interests while developing skills to meet or exceed the challenges of grade level work. This personalized learning approach allows learners who are high achieving to accelerate their learning if desired or spend additional time deeply engaged in core subject areas. iLEAD Online will assist parents through academic screening, counseling, and curriculum choices to support high achieving

learners.

We will meet learners where they are and help them participate in a challenging, academically rigorous and socially-emotionally balanced educational experience. An example of such individualized challenges might include a learner choosing to enroll in a math course, which might be above his or her assigned grade level, but is appropriate for his or her assessed grade level. Other examples include choosing literature and texts at their assessed grade level, concurrent enrollment in Community College courses, or participating in workshops in writing, reading, math, etc. that are differentiated to meet their individual needs.

High achieving learners are identified by scoring in the advanced range on MAP NWEA, internally developed standardized assessments, 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.

To ensure high performing learners are provided enrichment, staff/parents consistently analyzes learner data and performance to inform their instructional focus and promote appropriate opportunities for individualization. They use this information to create learning activities that target the needs of the individual learner. They enrich the lesson with differentiated learning activities for gifted and talented learners. The accelerated pace at which gifted and talented learners acquire information requires flexible pacing strategies (Daniel & Cox, 1988) such as: skill grouping during workshops, 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

The core academic program of iLEAD Online is based on UC/CSU admission requirement coursework, balanced with targeted intervention - a combination to more and more learners self-identifying as scholars.

#### **PLAN FOR LEARNERS WHO ARE ACADEMICALLY LOW-ACHIEVING**

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 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 if the interventions have been successful. If interventions and scaffolding prove insufficient to address the needs of a learner, the learner is referred for supplemental (Tier II) intervention. At this time a Learner Success Team (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 or her needs (Spanish Language, English Language, Math, etc.) the learner may be asked to participate in tutoring to address his or her academic needs.

The Learner Success Team may find that a learner has needs beyond academics. For example, an 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. A learner may also be referred to be prescreened for 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 learner meets the criteria for receiving additional support from the Ed Specialist or for a Section 504 evaluation. Ultimately, if a Specific Learning Disability is diagnosed, then an Individual Education Plan (IEP) is collaboratively developed that is implemented by the facilitator as well as the Ed Specialist. If specified criteria is met, a 504 Plan is developed to provide accommodations.

The Learner Success Team (LST) ensures that iLEAD Online explores all factors that may be influencing a learner's low academic achievement. iLEAD Online directs families to gain access to community resources. This assistance is continuous and creates a genuine support system for the families. iLEAD Online provides families with a friendly and pleasant environment to deal with difficult issues affecting a learner's performance. The Learner Success Team works with parents/guardians and individual learners in identifying needs and developing a plan for academic and social-emotional success.

#### **PLAN FOR LEARNERS WHO ARE SOCIO-ECONOMICALLY DISADVANTAGED**

Given that many learners will qualify as socio-economically disadvantaged, universal interventions and strategies are employed school-wide. In addition to learner-centered, data-driven and wellness-focused approach to educating the whole child, particular frameworks are specifically targeted to support socio-economically disadvantaged learners and families.

iLEAD Online recognizes that learners may face tremendous challenges outside of the school day and, therefore, socio-emotional needs often supersede academic interventions. To support individual academic areas of need, iLEAD Online is deeply committed to improving learners' reading levels, as the correlation between poverty and low levels of literacy is commonly understood.<sup>30</sup>



Similarly, core content is differentiated and scaffolded based on learners' reading comprehension levels. This ensures that all learners, even those who have had limited exposure to challenging reading instruction, have access to core curricula. Learners receive academic instruction based on performance data so that this time can be purposeful and impactful. Since many learners do not have quiet and private home environments, the Academic Enrichment blocks offer time for learners to complete homework, read, and receive tutoring. The progress of socio-economically disadvantaged learners is tracked alongside general performance monitoring of all learners.

The LST process may be initiated if additional issues are identified that negatively impacts a learner's progress. Concerns about safety, nutrition, wellness, and housing may be addressed through the LST process and/or referrals and follow-ups with local agencies.

#### **PLAN FOR LEARNERS WITH DISABILITIES (SPECIAL EDUCATION)**

iLEAD Online will comply with all applicable state and federal laws for serving learners with disabilities including, but not limited to, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act and the Individuals with Disabilities in Education Improvement Act. The developers of iLEAD Online understand that the learning studio has the obligation and privilege to serve learners with exceptional needs and, pursuant to applicable state and federal law, must ensure that all learners have access to a free and appropriate public education. Under these laws, the school has various options on how to deliver special education and related services either as an arm of the charter-granting agency or as an independent local education agency.

iLEAD Schools Development is a current member of the El Dorado Charter SELPA, and all its affiliated schools will become a member of the El Dorado Charter SELPA. The SELPA has already been notified that upon approval, iLEAD Online will also become a member.

#### **Child Find**

iLEAD Online will participate in a comprehensive Child Find system to identify learners who have or may have exceptional needs. The school will seek to participate in the "child find" systems of iLEAD Online Special Education Local Plan Areas (SELPA). The School anticipates that these systems will include various policies and practices, including, but not limited to the following:

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

#### **Learner Success Team (LST)**

The school will implement a Learner Success Team (LST) model to strategize ways to meet learner needs within the independent study instructional setting. Learners who are not

demonstrating success in academic classes will be referred to the LST process. Such teams will typically consist of the team of facilitators, a school administrator, the learner's parent/guardian (if possible), and other interested parties. The team will implement strategies within the general education setting and will mentor the parent in these strategies. The team will monitor learners' progress through direct observation and consultation with the parent as new strategies are implemented. If the learner is still not demonstrating success after all feasible strategies have been exhausted, and if the learner's difficulty appears to possibly be caused by a disability requiring special education services, the learner will be referred for formal assessment.

### **Referral and Assessment**

If interventions provided through the LST plan are not successful, the school will seek to secure a formal and appropriate assessment conducted by qualified staff. It is anticipated that the staff that performs such services for the school will conduct these assessments. If this assessment identifies that the learner has exceptional needs and requires special education and/or related services under the terms of applicable special education law, the learning staff anticipates working with appropriate central office staff to convene and conduct an individualized educational plan (IEP) team meeting or meetings. The term "assessment" shall have the same meaning as the term "evaluation" in the Individuals with Disabilities in Education Improvement Act.

### **Individualized Educational Plan (IEP) and Special Delivery**

IEP team membership shall be in compliance with state and federal law. iLEAD Student Support staff is committed to implementing all special education and related services called for by the IEP in partnership with the El Dorado Charter SELPA. iLEAD Online facilitators will understand that it is not only a moral imperative to raise the academic performance of learners with special education needs, it is also a factor in state/federal progress monitoring systems. Instructional staff will monitor learner progress throughout the year to ensure that they are on track for meeting growth goals. iLEAD Online will arrange for attendance of the following individuals at IEP meetings: School leadership and/or iLEAD Online designated representatives with appropriate administrative authority as required by the IDEA; the learner's special education teacher; parent/guardian; and all other staff that may include, without limitation, speech therapist, psychologist, ed specialist and behavior specialist. The IEP meeting shall be documented and all required notices provided to parents/guardians.

### **Due Process**

In the event of a due process claim to enforce provisions of applicable special education law, the school will be committed to working in cooperation with the SELPA to the maximum extent permitted under law to respond to and defend the school in the process. It is the intent of the school director and staff to effectively provide for the needs of special education learners and work with families to build strong, collaborative partnerships.

### **Section 504 Special Needs**

The School recognizes its legal responsibility to ensure that no qualified person with a disability shall, based on disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of iLEAD Online. iLEAD Online also understands that its learners may have exceptional needs that are not governed by the terms of the federal special education law but who may require accommodations or services pursuant to the terms of Section 504 of the Rehabilitation Act and that the school will be responsible for planning and implementing any such accommodations or services.

**LEA Status**

As noted above, the school will function as a member of the El Dorado Charter SELPA and shall continue to receive funding and services pursuant to the terms of this selection and any annual agreements. The school may at any time consider other charter school SELPAs or options as provided by California Education Code.

## ELEMENT 2: MEASURABLE PUPIL OUTCOMES

*Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the 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. - California Education Code Section 47605.6(b)(5)(B)*

All learners at iLEAD Online will have access to and engage in a rigorous, California Content Standards-aligned educational program. At iLEAD Online, all learners will progress and be expected to reach proficiency. This includes learners who achieve at, above, or below grade level, are English learners, or who have identified disabilities and use their accommodations and modifications as outlined in their IEPs.

All learners' social emotional and behavioral needs will be addressed and supported by caring adults and effective systems. *Love and Logic*, Character Lab, 7 Habits/The Leader in Me, and Restorative Practices are in place at all schools. Learners know and are able to articulate the expectations of these systems.

iLEAD Online has clearly defined school wide and learner outcome goals in compliance with California Education Code sections 47605(b)(5)(B) and 52060(d). The following table delineates iLEAD Online's measurable outcomes that align with the Eight State Priorities and iLEAD Online's goals and actions to achieve the Eight State Priorities, as identified in Element 1 of this charter.

Accomplishments of each of the goals and outcomes directly support the mission to provide every iLEAD Online learner with an equitable, nurturing, and effective learning environment that promotes the development of 21st century skills: critical thinking, effective communication, creativity and collaboration, with a multicultural perspective and core values essential for academic and lifetime success.

## ELEMENT 2: MEASURABLE PUPIL OUTCOMES

Charter Element 2: Measurable Pupil Outcomes Charter School Outcomes that Align With the State Priorities	
<p>Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the Charter School's outcomes that align with the state priorities and the Charter School's goals and actions to achieve the state priorities, as identified in Element 1 of the charter.</p> <p>The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School.</p>	
<b>State Priority #1— Basic Services</b> <i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>	
Sub-priority A - Teachers	
<b>Measurable Outcome</b>	100% of core subject facilitators will hold a valid CA Teaching Credential with appropriate English learner authorization and will be appropriately assigned as defined by the CA Commission on Teaching Credentialing.
<b>Methods of Measurement</b>	Initial and annual verification of core subject teacher credential as reported by the CA Commission on Teacher Credentialing (CCTC); CALPADS Report on appropriately credentialed teachers; Reporting on School Accountability Report Card (SARC).
Sub-priority B - Instructional Materials	
<b>Measurable Outcome</b>	100% of learners will have access to CCS aligned materials and additional instructional materials as outlined in the charter petition.

<b>Methods of Measurement</b>	The School Director will review all instructional materials before purchase; school maintained list of textbooks and supplemental materials.
<b>Sub-priority C - Facilities</b>	
<b>Measurable Outcome</b>	N/A
<b>Methods of Measurement</b>	N/A
<b><u>State Priority #2— Implementation of CCS State Standards</u></b> <i>Implementation of CCS State Standards, including how EL learners will be enabled to gain academic content knowledge and English language proficiency</i>	
<b>Sub-priority A - CCS Implementation</b>	
<b>Measurable Outcome</b>	Annually, 100% of facilitators will participate in ongoing CCS Professional Development; and 100% of facilitator will follow through with CCS implementation in their courses.
<b>Methods of Measurement</b>	<ul style="list-style-type: none"> <li>• Professional Development Agendas</li> <li>• Professional Development Plan</li> <li>• Grade Level meeting notes</li> <li>• Course evaluation data</li> <li>• CCS aligned instructional materials</li> </ul>
<b>Sub-priority B - EL Students &amp; Academic Content Knowledge</b>	
<b>Measurable Outcome</b>	Annually, 100% of EL learners will gain academic content knowledge through the implementation of the CCS.

<b>Methods of Measurement</b>	<ul style="list-style-type: none"> <li>• EL Learner Performance in CAASPP ELA/Math</li> <li>• CELDT Assessment</li> <li>• NWEA MAP ELA/Math Benchmark Assessments</li> <li>• Formative &amp; Summative CCS aligned Assessments</li> <li>• Writing Assessments</li> </ul>
<b>Sub-priority C - EL Students &amp; English Language Proficiency</b>	
<b>Measurable Outcome</b>	EL learners will show progress annually on the CELDT.
<b>Methods of Measurement</b>	<ul style="list-style-type: none"> <li>• CELDT Assessments</li> <li>• EL subgroup performance on CAASPP</li> <li>• Formative &amp; Summative Assessments</li> <li>• NWEA MAP ELA Benchmark Assessments</li> <li>• Professional Development Agenda</li> </ul>
<b><u>State Priority #3— Parental Involvement</u></b> <i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
<b>Sub-priority A - Achieving/Maintaining Parental Involvement</b>	
<b>Measurable Outcome</b>	Parent orientation.
<b>Methods of Measurement</b>	<ul style="list-style-type: none"> <li>• user log</li> <li>• Parent/learner handbook</li> </ul>
<b>Sub-priority B - Promoting Parent Participation</b>	
<b>Measurable Outcome</b>	Parent involvement in the PLP Meetings
<b>Methods of Measurement</b>	<ul style="list-style-type: none"> <li>• PLP plan</li> </ul>

Sub-priority C - PARENT SURVEYS	
Measurable Outcome	Ensure at least 25% of families complete annual parent surveys.
Methods of Measurement	Results from Parent Surveys will be shared with all stakeholders at the beginning of the school year
<b>State Priority #4— Student Achievement</b> <i>Pupil achievement, as measured by all of the following, as applicable:</i> A. <i>California Assessment of Student Performance and Progress (CAASPP) statewide assessment</i> B. <i>The Academic Performance Index (API)</i> C. <i>Percentage of pupils who have successfully completed courses that satisfy UC/ CSU entrance requirements, or career technical education</i> D. <i>Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)</i> E. <i>EL reclassification rate</i> F. <i>Percentage of pupils who have passed an AP exam with a score of 3 or higher</i> G. <i>Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</i>	
Sub-priority A - CAASPP: ELA/Literacy and Mathematics	
Measurable Outcome	2017 CAASPP ELA & Math assessment results will serve to establish a baseline for growth targets. Increase the percentage of learners scoring Proficient (Standard Met) on the CAASPP in ELA/Math annually both schoolwide and by numerically significant subgroup.
Methods of Measurement	CAASPP Results: ELA & Math (Grades 3-8; and 11)
Sub-priority B - API	
Measurable Outcome	API HAS BEEN SUSPENDED BY THE SBE



<b>Methods of Measurement</b>	<b>API HAS BEEN SUSPENDED BY THE SBE</b>
<b>Sub-priority C - UC/CSU Course Requirements (or CTE)</b>	
<b>Measurable Outcome</b>	Increase percentage of learners who meet UC A-G eligibility requirements. In addition, all grade 11 learners will be administered the CAASPP EAP Assessment.
<b>Methods of Measurement</b>	<ul style="list-style-type: none"> <li>• Percentage of grade 12 learners who meet UC A-G eligibility</li> <li>• Percentage of learners who are “college ready” as measured by EAP.</li> </ul>
<b>Sub-priority D - EL Proficiency Rates</b>	
<b>Measurable Outcome</b>	EL learners will show progress annually using the CELDT.
<b>Methods of Measurement</b>	<ul style="list-style-type: none"> <li>• EL Subgroup performance on CAASPP</li> <li>• CELDT/ELPAC Results</li> <li>• NWEA MAP ELA Assessment</li> </ul>
<b>Sub-priority E - EL Reclassification Rates</b>	
<b>Measurable Outcome</b>	Increase EL reclassification rates annually and ensure academic performance at grade level.
<b>Methods of Measurement</b>	<ul style="list-style-type: none"> <li>• Analysis of CELDT/ELPAC results</li> <li>• CAASPP Assessments</li> <li>• NWEA MAP Assessment</li> <li>• Reclassified learner list</li> </ul>
<b>Sub-priority F - AP Exam Passage Rate</b>	
<b>Measurable Outcome</b>	Increase the percentage of learners passing the AP exam

<b>Methods of Measurement</b>	The percentage of learners passing the AP exam
<b>Sub-priority G - College Preparedness/EAP</b>	
<b>Measurable Outcome</b>	Grade 11 learners will pass EAP assessment at higher rates than learners at comparable neighborhood schools.
<b>Methods of Measurement</b>	PSAT & SAT assessments. EAP Results as reported in Grade 11 CAASPP ELA/Math Assessment.
<b><u>State Priority #5— Student Engagement</u></b> <i>Pupil engagement, as measured by all of the following, as applicable:</i> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates	
<b>Sub-priority A - Student Attendance Rates</b>	
<b>Measurable Outcome</b>	School will increase ADA annually.
<b>Methods of Measurement</b>	<ul style="list-style-type: none"> <li>• School-wide Daily/Monthly Attendance Report</li> <li>• Learner Information Systems (SIS)</li> <li>• Learning Management System (LMS)</li> </ul>
<b>Sub-priority B - Student Absenteeism Rates</b>	
<b>Measurable Outcome</b>	School will continue to decrease learner absenteeism rates.
<b>Methods of Measurement</b>	<ul style="list-style-type: none"> <li>• Work Completion</li> <li>• Learner Information Systems (SIS)</li> <li>• Individual Learner Daily/Monthly Attendance Report</li> </ul>

Sub-priority C - Middle School Dropout Rates	
Measurable Outcome	Maintain MS Dropout rate below 1%.
Methods of Measurement	<ul style="list-style-type: none"> <li>• CALPADS Reporting</li> <li>• SARC Report</li> <li>• LCAP</li> </ul>
Sub-priority D - High School Dropout Rates	
Measurable Outcome	Maintain HS dropout rate below 10%.
Methods of Measurement	<ul style="list-style-type: none"> <li>• CALPADS Reporting</li> <li>• SARC Report</li> <li>• LCAP Report</li> </ul>
Sub-priority E - High School Graduation Rates	
Measurable Outcome	Maintain HS graduation rate above 90%.
Methods of Measurement	<ul style="list-style-type: none"> <li>• CALPADS Reporting</li> <li>• SARC Report</li> </ul>
<b><u>State Priority #6— School Climate</u></b> <i>School climate, as measured by all of the following, as applicable:</i> A. <i>Pupil suspension rates</i> B. <i>Pupil expulsion rates</i> C. <i>Other local measures, including surveys of pupils, parents/guardians, and teachers on the sense of safety and school connectedness</i>	
Sub-priority A - Pupil Suspension Rates	
Measurable Outcome	School will maintain suspension rates below 5%.

<b>Methods of Measurement</b>	<ul style="list-style-type: none"> <li>• CALPADS Reporting</li> <li>• SARC Report</li> </ul>
<b>Sub-priority B - Pupil Expulsion Rates</b>	
<b>Measurable Outcome</b>	School will maintain expulsion rates below 1%.
<b>Methods of Measurement</b>	<ul style="list-style-type: none"> <li>• CALPADS Reporting</li> <li>• SARC Report</li> </ul>
<b>Sub-priority C - Other School Safety and School Connectedness Measures (Surveys)</b>	
<b>Measurable Outcome</b>	Learner and parent satisfaction of at least 50%.
<b>Methods of Measurement</b>	Parent and learner annual surveys
<p><b><u>State Priority #7— Course Access</u></b>  <i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i>  <i>“Broad course of study” includes the following, as applicable:</i>  <i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i>  <i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i></p>	
<b>Measurable Outcome</b>	100% of learners including all subgroups (Hispanic, Socioeconomically Disadvantaged, English learners, Foster Youth and Learners with Disabilities) will have access to academic and educational program as outlined in the school’s charter.

<b>Methods of Measurement</b>	<ul style="list-style-type: none"> <li>• Workshop Schedules</li> <li>• Personalized Learning Plans</li> <li>• Course enrollment rosters</li> </ul>
<b>State Priority #8—Other Student Outcomes</b> <i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
<b>Sub-priority A - English</b>	
<b>Measurable Outcome</b>	60% of learners including subgroups will achieve growth between each benchmark assessment.
<b>Methods of Measurement</b>	NWEA MAP ELA Benchmark assessments
<b>Sub-priority B - Mathematics</b>	
<b>Measurable Outcome</b>	60% of learners including subgroups will achieve growth between each benchmark assessment.
<b>Methods of Measurement</b>	NWEA MAP Math Benchmark assessments
<b>Sub-priority C - Social Sciences</b>	
<b>Measurable Outcome</b>	Annually, 60% of all learners, including all learner subgroups, unduplicated learners, and learners with Disabilities, will demonstrate satisfactory performance through formal assessments (until such time that State Assessments are made available).
<b>Methods of Measurement</b>	<ul style="list-style-type: none"> <li>• Formative Assessments</li> <li>• Summative Assessments</li> </ul>

Sub-priority D - Science	
Measurable Outcome	Annually, 60% of all learners, including all learner subgroups, unduplicated learners, and learners with Disabilities, will demonstrate satisfactory performance through formal assessments (until such time that State Assessments are made available).
Methods of Measurement	<ul style="list-style-type: none"> <li>Formative Assessments</li> <li>Summative Assessments</li> <li>California Science Test (CAST): Grades 5, 8, 10 (state mandated)</li> </ul>
Sub-priority E - Visual and Performing Arts	
Measurable Outcome	100% of high school learners will participate in a high quality Visual & Performing Arts program.
Methods of Measurement	<ul style="list-style-type: none"> <li>Learner Portfolios</li> <li>Course enrollment rosters</li> </ul>
Sub-priority F - Physical Education	
Measurable Outcome	100% of high school learners will participate in a high quality Physical Education program.
Methods of Measurement	Course Rosters
Sub-priority G - Health (grades K-6 only)	
Measurable Outcome	Not applicable
Methods of Measurement	Not applicable

Sub-priority H - Foreign Languages (Grades 7-12 only)	
<b>Measurable Outcome</b>	Annually, 60% of all learners, including all learner subgroups, will demonstrate proficient growth on internal benchmark assessments for foreign language in reading and writing.
<b>Methods of Measurement</b>	<ul style="list-style-type: none"> <li>Internal benchmark assessments</li> </ul>
OTHER, AS PRESCRIBED BY THE GOVERNING BOARD - Social and Emotional Education (Grades K-12)	
<b>measurable outcome</b>	100% of learners including all subgroups (Hispanic, Socioeconomically Disadvantaged, English learners, Foster Youth and Learners with Disabilities) will have access to the social-emotional educational program as outlined in the school's charter.
<b>methods of measurement</b>	<ul style="list-style-type: none"> <li>Gallup Poll</li> <li>Parent, Learner, and Facilitator Survey Results</li> </ul>
<b>Measurable Outcome</b>	Annually, 60% of all learners, including all learner subgroups, will successfully meet their social-emotional Personalized Learning Plan (PLP) goals
<b>Methods of Measurement</b>	<ul style="list-style-type: none"> <li>Internal benchmark assessments</li> </ul>

### ELEMENT 3: METHODS OF MEASURING PUPIL PROGRESS

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. - California Education Code Section 47605.6(b)(5)(C)

#### A. Methods of Assessment

iLEAD Online shall adhere to all state testing requirements, including provisions of AB 484/2012 and any revisions of Education Code that are applicable to charter schools. As established in the previous section, iLEAD Online will utilize diverse assessments that are aligned with the curriculum and instructional program, and compliant with state requirements. They will be administered according to the assessment cycle below.

Assessment	Grade(s)	Description	Varies
English Language Arts			Varies
CAASPP/SBAC (EAP)	3-8, 11	State Mandated	Varies
Performance Tasks	2-12	Local Assessment	Varies
NWEA MAP Assessment	K-12	Local Assessment	Varies
Writing Assessments (Opinion, Narrative, Information)	K-12	Local Assessment	Varies
Fountas & Pinnell Reading Benchmark Assessment	K-8	Local Assessment	Varies
Words Their Way Spelling Inventory	K-8	Local Assessment	Varies
Dolch High-Frequency Sight Words	K-2	Local Assessment	Varies
Formative Assessments	K-12	Local Assessment	Varies
Mathematics			Varies
CAASPP/SBAC (EAP)	3-8, 11	State Mandated	Varies
Performance Tasks	2-12	Local Assessment	Varies
NWEA MAP Assessment	K-12	Local Assessment	Varies



Formative Assessments	K-12	Local Assessment	Varies
Science			Varies
California Science Test (CAST)	5, 8, 10	State Mandated	Varies
MAP NWEA Interim Science Assessment	3-9	Local Assessment	Varies
Formative Assessments	K-12	Local Assessment	Varies
Social Studies			
Formative Assessments	K-12	Local Assessment	Varies
English Language Development			
CELDT/ELPAC	K-12	State Mandated	Annually
Internally Designed Assessments	K-12	Local Assessment	Varies
Interim Assessments	K-12	Local Assessment	3 times/year
Social Emotional Development			
Gallup Poll	5-12	Local Assessment	Annually
iLEAD Social-Emotional Rubrics (Internally Designed)	K-12	Local Assessment	Varies

#### **B. Mandated State Assessments**

As is required by California law, iLEAD Online will administer all statewide standards and will conduct pupil state assessments required pursuant to Education Code Section 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. All iLEAD Online learners will participate in the state-mandated testing in the same manner as other District learners. During all state assessments administered, EL and Special Education learners will receive all accommodations designated to them as stated in their EL and/or IEP/504 plans.

Please refer to the table in Element 2 of this charter for a description of the assessments iLEAD Online will utilize in its educational program, which are aligned to the Eight State Priorities and include multiple measures for each subject area.

iLEAD Online affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in Element 2 of this charter, shall be consistent with the way

information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

### **C. NWEA MAP**

iLEAD Online will implement the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) as the internal assessment system to measure learner academic progress by grade level. The NWEA MAP provides each learner with an individualized RIT 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. The data projects an accurate individualized RIT growth for every learner. NWEA successfully proposes realistic growth projections based on similar learners in similar schools. This level of specificity helps accelerate learner learning by engaging learners where they currently are academically while applying clear goals and expectations of what each learner needs to do to achieve their RIT projection. The Learner Growth Summary Report will show learners' growth over time.

### **Use and Reporting of Data**

iLEAD will use a Learner Information System, such as School Pathways, where all learner data including learner achievement results will be kept and maintained. iLEAD Online is held accountable for meeting state and federal measurable learner outcomes within a performance-based accountability system. iLEAD Online will participate in all state-mandated testing (CAASPP, EAP, CELDT, 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 may participate and provide input in the school's educational program. iLEAD Online will use accountability data as a means of evaluating the effectiveness of, and need for, new program initiatives.

At each governing board meeting, the school leaders 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. 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.

#### **ELEMENT 4: GOVERNANCE**

***Governing Law:** The government structure of the school including, but not limited to, process to be followed by the school to ensure parental involvement. - California Education Code Section 47605.6 (b)(5)(E)*

iLEAD Online will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. The School shall not charge tuition, and shall not discriminate based on the characteristics listed in 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 characteristics).

iLEAD Online shall be operated as a non-profit tax-exempt public benefit corporation (IRC § 501(c)(3)). Pursuant to Education Code § 47604(c), the Acton Agua Dulce Unified School District, in performing its oversight of iLEAD Online as required by law, shall not be liable for the debts and obligations of the School or for claims arising from performance of acts, errors, or omissions by the School, if AADUSD has complied with all oversight responsibilities required by law.

iLEAD Online shall operate autonomously from the Acton Agua Dulce Unified School District with the exception of the District's oversight as well as special education services (as provided by applicable law).

The School may, at its own choosing, utilize the services of an administrative and educational service provider in its execution of and operation under this Petition.

#### **BOARD OF DIRECTORS**

iLEAD Online will be governed by its Board of Directors, whose major 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, overseeing the School's fiscal affairs, meeting corporate requirements and selecting and evaluating the School's administrative staff.

The Board of Directors may initiate and carry on any program, activity or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by any law and which is not in conflict with the purposes for which schools are established and operate.

The Board of Directors 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 the School any of those duties. The Board, however, retains ultimate responsibility for the performance of those powers or duties so delegated. Any such delegation will be in writing, specify the entity designated, describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation, and shall require an affirmative vote of a majority of the Board's members.

The Charter School's Board of Directors will be supported by a qualified administrative team

which will implement the provisions of the Charter, the policies adopted by the Board, and day-to-day operations. Resumes of administrators are available upon request.

The Board shall adopt and adhere to a Conflict of Interest Policy consistent with applicable law.

See Appendix B for iLEAD Online's Corporate By-Laws. Appendix E, Articles of Incorporation are in development.

### **Board Training and Sustainability**

iLEAD is committed to continuous improvement and ongoing training to assist the Board of Directors in fulfilling its responsibilities to act as stewards for the charter school. To this end, the 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 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 shall 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 board errors and omissions insurance policies.

### **Board Member Elections and Qualifications**

The board members shall appointed and serve in accordance with iLEAD Online's Corporate By-Laws and will be selected, whenever possible, from the general community and with skills and expertise beneficial to charter school governance such as finance, education and legal.

### **Board Responsibilities**

The Board of Directors has the ultimate responsibility for the operations and activities of the school. The Board of Directors has a responsibility to, among other things, solicit input from, and opinions of parents/guardians of the Charter School's learners regarding significant issues and to consider carefully such input and opinions. The primary means of effectuating its duties is the Board's adoption of policies and procedures for the Charter School.

The Board of Directors will meet no less than quarterly and more often as necessary to carry out the following responsibilities:

- a. Development, review or revision of the school's accountability and mission
- b. Development and adoption of the school calendar and Board meeting schedule
- c. Development of Board and school policies and procedures
- d. Review and approval of annual school budget
- e. Participation in dispute and complaint resolution
- f. Election of Board members and appoints school officers as necessary and the establishment of terms to ensure continuity
- g. Approval of charter amendments

- h. Review and approval of annual fiscal and performance standards and audits
- i. Administration of employee discipline
- j. Administration of learner discipline, including appointment of a hearing body
- k. Adoption of long range goals and implementation plans

#### **PARENT PARTICIPATION**

Parents shall play a vital role in the educational program of iLEAD Online. 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. In order to maximize parent understanding and involvement, parents complete orientation as part of the onboarding process. All parents are invited access to the iLEAD Online LMS to monitor and support their learner. Regular parent newsletters will be sent 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 webinars 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. Parents will have the opportunity to serve on the School Advisory Board.

## **ELEMENT 5: EMPLOYEE QUALIFICATIONS**

*Governing Law: The qualifications to be met by individuals to be employed by the school. - California Education Code Section 47605.6(b)(5)(F)*

### **ALL EMPLOYEES**

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.

Facilitator candidates complete an audition to demonstrate the ability to create an authentic and meaningful online course that shows mastery of iNACOL standards. Candidates participate in interviews with stakeholder groups including parents/guardians, learners, facilitators and leaders.

Candidates for leadership positions will participate in a full day Leadership Cafe process where the iLEAD Founders provide an orientation.

Recruitment of certificated staff is performed in the following manner:

- Post on local College/University Job Boards
- Posting on EdJoin, Monster, Craigslist, Indeed and Career Builder
- Charter Schools Development Center Web-based Job Board posting
- SchoolSpring (national search) posting
- Participation in Teacher Job Fairs
- Posting on iLEAD internal website

Recruitment of support staff is performed in the following manner:

- Attendance at Career/Job Fairs
- Posting on EdJoin, Monster, Craigslist, Indeed and Career Builder
- Charter Schools Development Center Web-based Job Board posting

### **ADMINISTRATION**

iLEAD Online shall operate with an experienced Administrative Team, which will include members of the Educational, Business and Operational Departments.

### **SCHOOL DIRECTOR**

The 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:

#### **A. Leadership Competence**

- The ability to articulate and support the philosophy and direction of the iLEAD Online academic program
- The ability to implement program initiatives through appropriate professional development for staff
- The ability to lead effectively and participate as lead learner within a team environment

- The ability to communicate effectively with staff, learners, parents/guardians, community, private partners and outside agencies to better meet the needs of the learners in the school
  - The ability to use appropriate communication tools, especially current technologies
  - The ability to exhibit and promote multicultural awareness, gender sensitivity and racial and ethnic appreciation
  - The ability to implement a shared decision-making process agreed upon by all stakeholders
  - The ability to establish a framework for collaborative action and involve the school community in developing and supporting shared beliefs, values, mission and goals for the school
  - The ability to make informed, objective judgments
  - The ability to work with all staff to create an effective staff development plan
  - The ability to maintain and promote confidentiality as the norm under which the school operates
  - The desire and ability to engage in continuing education and skills upgrading
  - The ability to connect with and support learners
  - The ability and desire to inspire greatness in others
  - An understanding of non-classroom based programs
  - An understanding of virtual education programs
- B. Administrative Competence
- The ability to create and maintain a safe, orderly, positive and effective learning program
  - The ability to annually evaluate the performance of all school staff
  - The ability to employ and monitor acceptable accounting procedures in the maintenance of all fiscal records
  - The ability to work well with the school governing board
  - The ability to create and maintain a climate of respect and fairness for all staff and learners
- C. Overall Qualifications (Desired/Preferred but not required)
- Professional Administrative Credential and/or Master's Degree in Education or equivalent
  - At least five years' experience in the education field
  - Management, administrative and instructional expertise
  - Curriculum development and implementation expertise
  - Experience with school budgets
  - Willingness to learn about charter school leadership
  - The ability to assist with other duties as assigned
  - Experience leading non-classroom based programs
  - Perform other duties as assigned.

## **FACILITATORS**

The School adheres to Education Code § 47605(1) requiring that all core facilitators hold appropriate California teaching credentials, certificates, permits or other documents equivalent to that which a teacher in non-charter public schools would be required to hold. Flexibility in this regard shall be granted in accordance with Education Code § 47605(1). All facilitators employed by the School will have a California Teaching Credential and are

published on the Commission on Teacher Credentialing website.

iLEAD Online shall comply with the appropriately credentialed requirements of Every Student Succeeds Act (ESSA). All facilitators of core courses will hold, at a minimum, a Bachelor's Degree, the appropriate teaching credential, and can demonstrate subject matter competency in the subject(s) they teach including CLAD and/or BCLAD (or equivalent) certification.

For all employees, iLEAD Online will follow all applicable provisions of law. The School shall be nonsectarian in its programs, employment practices, and all other operations, shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, 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).

In order to ensure implementation of the School's mission and educational philosophy, preference will be given to facilitators who have experience designing and implementing a curriculum aligned to California Content Standards. Facilitators specifically will teach core subject workshops and will meet with families to develop learners' Personalized Learning Plans each semester and review once every 20 days.

Applicants to teach will be evaluated based on the following qualifications:

- Demonstrated expertise in subject area and the ability to and communicate the appropriate knowledge to each learner
- Knowledge of assessment strategies and the ability to use data to adjust Personalized Learning Plans for each learner according to needs and strengths
- Ability to provide an appropriately differentiated Personalized Learning Plan for each learner, including challenging goals, effective feedback, differentiated instruction, and backward mapping, among others
- Demonstrate understanding of iNACOL standards
- Demonstrate ability to create engaging online course curriculum
- Demonstrated ability to build positive relationships with learners, families, staff and colleagues
- Demonstrated competence using advanced technology as a learning tool: willing and able to integrate technology into teaching and learner learning
- Belief in iLEAD's mission that all learners will learn and successfully master the content and skills necessary for advanced post-secondary education
- Willingness to work as a vital part of the team to ensure continuous improvement for learners, staff and community as a whole
- Willingness and ability to work with learners and parents/guardians on an ongoing basis to ensure learner success
- Love of learners, enthusiasm for teaching, growth mindset, the belief that each learner can and will succeed and the willingness to do what it takes to make that happen
- Desire and ability to engage in continuing education, staff development and skill upgrading
- Ability to facilitate and articulate a shared vision of academic excellence for the school community and create and maintain the support structures necessary to achieve the vision



- Demonstrated entrepreneurial thinking and strategic vision
- Positive references from most recent employment and/or college or graduate school

iLEAD Online may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject-matter expertise, professional experience, and the capacity to work successfully in an instructional setting. Instructional support staff such as coaches and tutors will not assign grades or approve learner work assignments without the approval of a facilitator unless they are instructing non-core or non-college preparatory courses and activities.

#### **REGIONAL STUDENT SUPPORT COORDINATOR**

Responsible for planning, developing, and evaluating appropriate individualized educational services, learning programs and instruction for special needs learners in consultation with other school personnel. Works in collaboration with SELPA and iLEAD Learner Support Team.

Qualifications:

- Bachelor's degree in the appropriate field
- Valid State teaching certification
- Appropriate Special Education endorsements or licensure
- Experience in diagnosing and assessing learning disorders
- Experience in educating special needs learners
- Proven effective 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
- Working knowledge of educational technology applications
- Demonstrated leadership ability
- Demonstrates strong collaboration and communication skills (verbal and written)

#### **OTHER NON-INSTRUCTIONAL STAFF**

iLEAD Online will also engage non-instructional staff that are committed to the mission of iLEAD Online and to supporting the School Director, facilitators and other staff in achieving exceptional learner outcomes.

## **ELEMENT 6: HEALTH & SAFETY PROCEDURES**

***Governing Law:** The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. – California Education Code Section 47605.6(b)(5)(G)*

To provide for the safety for all learners and staff, iLEAD Online will adopt and implement any and all health and safety procedures and risk management policies required by law as applicable to non-classroom based charter schools in consultation with insurance carriers and risk management experts. These policies shall be incorporated as appropriate into iLEAD Online's learner and staff guidebooks and shall be reviewed on an ongoing basis.

The Human Resources Director will serve as the School's Custodian of Records.

The following is a summary of the health and safety policies that iLEAD Online may include as they apply to the setting(s) of our school:

### **PROCEDURES FOR BACKGROUND CHECKS**

Employees of iLEAD Online will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237 and 45125.1. Prior to employment, all employees must submit two sets of fingerprints to the California Department of Justice to obtaining a criminal record summary. The School Director shall monitor compliance with this policy. The Board President shall monitor the fingerprinting and background clearance of the School Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

### **ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS**

All non-certificated staff, certificated staff and contract employees are designated as mandated child abuse reporters and will follow all applicable reporting laws, policies and procedures. Training in child abuse reporting laws will be provided to all employees. iLEAD Online staff must report to the proper authorities if they suspect the following is occurring to a learner:

1. Sexual assault
2. Neglect
3. Willful cruelty or unjustifiable punishment
4. Cruel or inhuman corporal punishment or injury
5. Abuse in out-of-home care
6. Physical Abuse
7. Non-consensual sexual activity
8. Mental Suffering/emotional abuse

The reporting person need only "reasonably suspect" that abuse or neglect has occurred. The reporting person does not have to prove abuse. The School Director will work with entire staff to make sure all appropriate steps are taken if a child abuse situation occurs. All staff will understand it is their duty and responsibility to report any suspicions of child abuse.

The following timeline for reporting applies:

- Reporting suspected abuse to law enforcement or Online Child Protective Services - Immediately.

- Submitting a written/digital child abuse reporting form to reporting agency - within 36 hours of reporting.
- Informing School Director of filing of child abuse report - within 36 hours.

#### **TUBERCULOSIS RISK ASSESSMENT & TESTING**

Prior to commencing employment in contact with learners, faculty and staff will comply with tuberculosis screening and testing requirements as required by Education Code Section 49406.

#### **MEDICATIONS AT SCHOOL**

iLEAD Online will adhere to Education Code Section 49423 regarding administration of medication in school.

#### **SEVERE ALLERGIC REACTION**

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

#### **VISION, HEARING & SCOLIOSIS SCREENING**

Learners may offer screening for vision, hearing and scoliosis to the same extent as would be required if the pupils attended a non-charter public school. iLEAD Online will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the School.

#### **EMERGENCY PREPAREDNESS**

iLEAD Online shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the virtual school site in conjunction with emergency responders. This handbook shall include, without limitation, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

#### **BLOOD BORNE PATHOGENS**

iLEAD Online shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and learners from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and learners shall follow the latest medical protocol for disinfecting procedures.

#### **DRUG-FREE, ALCOHOL-FREE, & SMOKE-FREE ENVIRONMENT**

iLEAD Online shall maintain a drug, alcohol and tobacco free workplace.

#### **COMPREHENSIVE SEXUAL HARASSMENT POLICIES & PROCEDURES**

iLEAD Online is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The School will develop and the Board of Directors will adopt a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the School (including employee to employee, employee to learner, and learner to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the adopted School-wide sexual harassment policies.

## ELEMENT 7: RACIAL & ETHNIC BALANCE

*Governing Law: 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. - California Education Code Section 47605.6(b)(5)(H)*

iLEAD Online will conduct outreach to recruit a learner population that is representative of the local community as well as the learner population similar to that of schools in the surrounding school communities. iLEAD Online 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 Online 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; use of promotional and informational materials that appeal to all of the various ethnic groups of the District and communities in which iLEAD Online is located; and distribution of promotional and informational materials to community groups and agencies that serve the various racial and ethnic groups of the County and communities in which iLEAD Online is located. A random selection process will be used each school year and a ranked waiting list created to fill openings as they occur.

Because iLEAD Online seeks a targeted learner population whose families may not be reachable by traditional means, iLEAD Online will collaborate with local agencies for outreach. iLEAD Online will provide fliers, social media, and digital information in both English and Spanish for distribution.

## **ELEMENT 8: ADMISSION REQUIREMENTS**

*Governing Law: Admission requirements, of the charter school, if applicable. - California Education Code Section 47605.6(b)(5)(N)*

### **ENROLLMENT POLICY**

iLEAD Online shall admit all pupils who wish to attend. iLEAD Online shall comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

### **NO ADMISSION TESTING**

After enrollment, iLEAD Online may conduct grade-level knowledge-based assessments, which allow the administrator or testing coordinator to assess the learner's readiness for the grade of entrance; however, such assessments will not be used to prohibit or discourage certain learners from attending. These instruments aid in the development of Individualized Learning Plans (PLP). Learners assessed as performing below grade level will receive specific instruction in areas of need. Goals will be included in their PLP to address academic needs.

### **LEARNER RECRUITMENT**

iLEAD Online will include specific information in its outreach materials, on the school's website, at community meetings and open forums notifying parents/guardians of the School's open application period and lottery dates. iLEAD Online will ensure that all application materials will reference the application deadline and proposed lottery dates as well as provide complete information regarding application procedures, key dates and enrollment preferences (in the case of a lottery) and requirements consistent with the approved charter.

### **ENROLLMENT/LOTTERY PREFERENCES**

Pursuant to Education Code §47605(d)(2)(B), if the number of learners who wish to attend the charter school exceeds the school's capacity, enrollment, except for existing learners of the charter school, shall be determined by a public random drawing. In the event of a lottery for impacted grade level(s), with the exception of existing learners who are guaranteed enrollment in the following school year, enrollment preferences will be given. Enrollment preference in the case of a public random drawing shall be as follows:

1. Siblings of currently enrolled learners
2. Children of employees of iLEAD Online not to exceed 10%
3. Learners within the boundaries of Acton Agua Dulce Unified School District except as provided for in section 47614.5
4. All other applicants

### **PUBLIC RANDOM DRAWING/LOTTERY**

Should the number of pupils that wish to attend iLEAD Online exceed the enrollment limit, a public random lottery will take place to determine the school admission in accordance to California Education Code §47605(d)(2)(B). If a lottery is needed to set admission into iLEAD Online all interested parties may attend or observe, but attendance is not mandatory for participation in the iLEAD Online lottery. The public random drawing will take place within 30 days of the closing of the open application period. iLEAD Online will choose a date and time so that most interested parties will be able to attend. Public notice will be posted regarding the date and time of the public drawing. The School will inform parents/guardians of all applicants and interested parties of the rules to be followed during the lottery process, location, date, and time of the lottery via mail at least two weeks prior to the lottery date. The School will choose a date and time for the lottery, so that interested parties will be able

to attend. The lottery will be held at a site with capacity to accommodate all interested parties.

A wait list will be developed from the list of learners that do not receive admission when the public random drawing is completed and will be considered should a vacancy occur during that academic school year at the grade level that has openings. The wait list is based on enrollment preferences (i.e. learners residing within the school's attendance area) and openings in grade levels. The waiting list will not carry over to the following school year.

Learners on the waiting list will be notified by mail and telephone immediately if space becomes available. Families will have two weeks after letter has been mailed to contact the School concerning enrolling a learner/s at the school. Families/learners will have one week after contact with the School to return the enrollment forms. If the enrollment forms are not returned within one week after contact with the School, admission for that learner is forfeited, and an admission notice will be mailed to and phone call made to the next learner on the waiting list. iLEAD Online will maintain auditable records of the above activities. (Education Code § 47605)

#### **LOTTERY TIMELINE**

The School will determine its open enrollment and lottery dates every year before school starts.

1. Email or communication about iLEAD Online informational meetings sent to all prospective families.
2. Informational meetings for interested families held in the late fall and early spring semesters.
3. Applications will be available at the school and on the school website.
4. If a lottery is deemed necessary, it will be held by the end of March (specific date to be determined annually).
5. Letters sent and phone calls made to learners admitted from the lottery within two weeks of the lottery.
6. Upon receipt of letter of acceptance and contact is made with iLEAD Online, families have two weeks from the date that contact was made with the School to confirm attendance. Failure to respond will result in forfeiture of acceptance.

iLEAD Online shall keep on file all documentation of the execution of the lottery.

Members of the community will be invited as observers to verify lottery procedures are fairly executed.

After admission but prior to enrollment, the following must occur:

- Parents/guardians are required to attend a tour/orientation.
- Registration packets must be submitted by the date required in the registration packet, including proof of immunizations and physical examination.
- The registration packet shall include authorization for the School to request and receive learner records from schools the learner has attended or is currently attending.
- The registration packet shall include full disclosure by the parents/guardians, current facilitator, and current school of any specific needs of the learner.
- A copy of any existing Learner Success Team (or similar process) evaluations and recommendations for the learner shall be provided.
- A copy of any existing Individual Education Program (IEP) for the learner shall be provided.

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

## ELEMENT 9: ANNUAL INDEPENDENT FINANCIAL AUDITS

*Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. – California Education Code Section 47605.6(b)(5)(I)*

The Chief Financial Officer or Chief Business Officer will be responsible for the following: (i) contract with an independent accountant to conduct the required annual financial audit, (ii) work with the auditor to complete the audit, (iii) ensure that the selected auditor is on the State Controller's list of approved auditors to conduct charter school audits, (iv) address and resolve any deficiencies, findings, material weaknesses or audit exceptions, (v) ensure that the auditor sends the completed audit to the required agencies by the statutory deadline.

An annual independent fiscal audit of the books and records of iLEAD Online will be conducted as required under the Charter Schools Act, Education Code Sections 47605.6(b)(5)(I) and 47605.6(m). The books and records of iLEAD Online will be kept in accordance with generally accepted accounting principles. As required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions of the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

An audit committee will select and oversee an independent auditor through a request for proposal format. The auditor will be a Certified Public Accountant (CPA), have California educational finance experience, and be approved by the Office of the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to Acton Agua Dulce Unified School District (AADUSD), the State Controller, and to the California Department of Education (CDE) by the 15th of December of each year. The School Director will review any audit findings, exceptions, or deficiencies and report to the Board of Directors with recommendations on how to resolve them. The School Director will be responsible for presenting a corrective action plan to address audit findings, exceptions or deficiencies to the Board of Directors. The Board of Directors of iLEAD Online will direct the School Director to address and resolve any findings, deficiencies, material weaknesses, and audit exceptions to ensure sound fiscal operations. The Board of Directors will submit a report to AADUSD describing how the exceptions or deficiencies have been or will be resolved.

The Board of Directors will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit exceptions will typically be addressed within 60 days



unless iLEAD Online exercises its right to appeal audit findings to the Education Audit Appeals Panel, or a longer period is necessary given the nature of the finding(s). Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process referenced in this Charter, with the caveat that the petitioners recognize that the legal requirement is to resolve audit exceptions or deficiencies to the satisfaction of the District.

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

## **ELEMENT 10: SUSPENSION & EXPULSION PROCEDURES**

*Governing Law: The procedures by which pupils can be suspended or expelled. – California Education Code Section 47605.6(b)(5)(J)*

This policy and its rules and procedures have been established to promote learning and protect the safety and wellbeing of all learners. When these policies and standards are violated, it may be necessary to suspend or expel a learner from regular instruction or participation in optional learning activities.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all learners and accord all learners with similar rights to due process. These disciplinary rules and procedures will be printed and distributed as part of the Learner/Family Handbook and will clearly describe discipline expectations.

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

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

iLEAD Online's School Director shall ensure that learners and parents/guardians are notified in writing of all discipline policies, rules, and procedures and given an opportunity to provide input and feedback on discipline policies and procedures. Transfer learners and their parents/guardians shall be so advised upon enrollment. The notice shall state that these disciplinary rules and procedures are available on request at the learning studio.

Suspended or expelled learners shall be excluded from all school-related extracurricular activities unless otherwise agreed upon by iLEAD Online School Director and parent/guardian during the period of suspension or expulsion.

A learner identified as an individual with disabilities pursuant to the Individual with Disabilities Education Act is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education learners except to the extent that federal and state law or the learner's Individualized Educational Plan (IEP) mandates additional or different procedures for that learner. iLEAD Online will follow all federal and state law when imposing any form of discipline on a learner identified as an individual with disabilities and according due process to such learners.

## **GROUND FORS SUSPENSION AND EXPULSION OF LEARNERS**

A learner may be suspended or expelled for any of the enumerated acts listed below if the act is related to school activity or school attendance occurring at iLEAD Online or at any other school: (a) while on school grounds; whether on or off the school campus; during, going to, or coming from a school-sponsored activity. An iLEAD Online learner may be recommended for suspension or expulsion for the following acts:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.  
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the learner had obtained written permission to possess the item from a school facilitator, which is concurred by the School Director or the designee of the School Director.
- c) Unlawfully possessed, used, sold or otherwise furnished, 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.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property, including electronic files and databases, or private property.
- g) Stole or attempted to steal school property, including electronic files and databases, or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, facilitators, administrators, school officials, or other school personnel engaged in the performance of their duties  
(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e. a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

- o) Harassed, threatened, or intimidated a learner who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that learner from being a witness and/or retaliating against that learner for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a learner organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.
- u) Intentionally engaged in harassment, threats or intimidation directed at school personnel or a learner or group of learners to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or learners by creating an intimidating or hostile educational environment.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a learner or group of learners which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more learners that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable learner (defined as a learner, including, but not limited to, a learner with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or learners in fear of harm to that learner’s or those learners’ person or property.
    - ii. Causing a reasonable learner to experience a substantially detrimental

- effect on his or her physical or mental health.
  - iii. Causing a reasonable learner to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable learner to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the School.
- 2) "Electronic Act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
  - i. A message, text, sound, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual learner for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a learner for the purpose of bullying the learner and such that another learner would reasonably believe, or has reasonably believed, that the learner was or is the learner who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious learner or a profile using the likeness or attributes of an actual learner other than the learner who created the false profile.
  - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

A learner who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a learner who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

**Non-Discretionary Expellable Offenses:** Learners *must* be recommended for expulsion for any of the following acts unless the School Director determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct of the learner:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the learners had obtained written permission to possess the item from a school facilitator, with the School Director or School Director's designee concurrence;
- b) Brandished a knife at another person;

- c) Unlawfully sold a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code;
- d) Committed or attempted to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900; or
- e) Possessed an explosive.

If it is determined by the Board of Directors that a learner has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or dangerous device on campus, the learner shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Alternatives to suspension or expulsion will first be attempted with learners who are truant, tardy, or otherwise absent from assigned school activities.

## **SUSPENSION PROCEDURE**

Suspensions shall be initiated according to the following procedures:

### **Informal Conference**

Suspension shall be preceded by an informal conference conducted by the School Director or designee with the learner and whenever practicable, the facilitator, supervisor or school employee who referred the learner to the School Director.

The conference may be omitted if the School Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of learners or school personnel. If a learner is suspended without this conference, both the parent/guardian and learner shall be notified of the learner’s right to return to school for the purpose of a conference.

### **Notice to Parents/Guardians**

At the time of the suspension, an iLEAD Online employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a learner is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the learner. In addition, the notice may also state the date and time when the learner may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

### **Suspension Time Limits/Recommendations for Placement/Expulsion**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the School Director or School Director's designee, the learner and the learner's parent/guardian or representative will be invited to a conference to determine if the suspension for the learner should be extended pending an expulsion hearing. This determination will be made by the School Director or designee upon either of the following determinations: 1) the learner's presence will be disruptive to the education process; or 2) the learner poses a threat or danger to others. Upon either determination, the learner's suspension will be extended pending the results of an expulsion hearing.

#### **AUTHORITY TO EXPEL**

Only the iLEAD Online Board of Directors, upon the recommendation of the expulsion panel, may expel a learner. The Board of Directors may expel any learner found to have committed an expellable offense(s) listed above in the "Grounds for Suspension and Expulsion."

Except for expulsions for offenses listed under Education Code Section 48915(c), a learner may only be expelled upon the findings and recommendations of the expulsion panel if the iLEAD Online Board of Directors finds that the learner committed the expellable offense and that at least one of the following findings may be substantiated:

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

#### **EXPULSION PROCEDURE**

Learners recommended for expulsion are entitled to a hearing to determine whether the learner should be expelled. The hearing shall be held within thirty (30) school days after the iLEAD Online School Director or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred.

The hearing will be presided over by the iLEAD Online School Director who will make a recommendation to the expulsion panel.

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

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

**Record of Hearing**

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

**Presentation of Evidence**

While technical rules of evidence do not apply to an expulsion hearing, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the expulsion panel to expel must be supported by substantial evidence that the learner committed any of the acts listed in "Grounds for Suspension and Expulsion" above.

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

Any decision to expel shall be in the form of a recommendation to the iLEAD Online Board of Directors, which will make a final determination regarding the expulsion.

**Written Notice to Expel**

The School Director or designee, following a decision of the iLEAD Online Board of Directors to expel, shall send written notice of the decision to expel to the learner or parent/guardian.

This notice shall include the following:

- The specific offense committed by the learner from the acts listed in "Grounds for Suspension and Expulsion" above
- Notice of the right to appeal the expulsion
- Notice of the learner's or parent /guardian's obligation to inform any new district in which the learner seeks to enroll of the learner's status with iLEAD Online

The School Director or designee shall send written notice of the decision to expel to the learner's district of residence and the County Office of Education. This notice shall include the following:

- The learner's name
- The specific offense committed by the learner for any of the acts listed in "Grounds for Suspension or Expulsion" above

Upon expulsion from iLEAD Online, learners will attend school pursuant to the procedure of their district of residence pertaining to expelled learners.

**DISCIPLINARY RECORDS**

iLEAD Online shall maintain records of all learner suspensions and expulsions at the school. Such records shall be made available to the Acton Agua Dulce Unified School District upon request.

**NO RIGHT TO APPEAL**

The learner shall have no right of appeal from expulsion from iLEAD Online, as iLEAD Online Board's decision to expel shall be final.