



iLEAD Agua-Dulce Charter School
Term July 1, 2018 – June 30, 2023

Respectfully Submitted To
Acton-Agua Dulce Unified School District
On May 24, 2018

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INTRODUCTION

Across the nation, the need for education system reform has taken many forms. The charter school, a movement created in the 1990s, allows local educators and parents to develop their own schools of choice for the betterment of their children. Each charter school shares in the universal goals for educational reform, but differs in its overall methods of delivery. National and state leaders have recognized that one size does not fit all when it comes to learning environments and methods of teaching our young people.

The Charter Schools Act of 1992 (*Education Code Section 47600, et seq.*) was enacted by the legislature to provide opportunities for teachers, parents, 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 and pupils with expanded choices in the types of educational opportunities that are available within the public-school system
- hold the schools established under this law accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule based to performance-based accountability systems
- provide vigorous competition within the public-school system to stimulate continual improvements in all public schools (*Education Code Section 47601*)

iLEAD Agua-Dulce Charter School will support the Act's intent to provide opportunities for teachers, parents, pupils, and community members, to establish and maintain schools, which will 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. The school will encourage the use of unique and innovative teaching methods and create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site. The charter will provide parents and pupils with expanded choices in the types of educational opportunities, that are available within the public school system, implement a performance-based accountability system, and provide rigorous competition to stimulate continual improvements in all public schools.

This proposal requests the authorization for a charter school called iLEAD Agua-Dulce Charter School ("iLEAD"), operated as a California nonprofit public benefit corporation for educational and charitable purposes. iLEAD Agua-Dulce Charter School will be located within the territorial jurisdiction of the Acton-Agua Dulce Unified School District (the

“District”), with support services, which will be designated and delineated through a mutually agreed upon Memorandum of Understanding (“MOU”). The charter school will provide a voluntary public educational choice for parents with students in grades TK-12 who choose to have their children educated in an alternative learning environment.

The charter school will provide quality educational instruction and guidance, curricular support, and selected resource materials to ensure that students make appropriate progress toward achievement of iLEAD’s school wide outcomes, based primarily on the California Common Core Standards. This charter school’s objective will be to provide a vehicle for the delivery of a hands-on, developmentally appropriate, and personalized educational experience outside of the traditional public-school setting. The iLEAD School program focuses on: Leadership, Entrepreneurial Development, Art, Design and Social/Emotional Learning, emphasizing innovation, imagination and international learning.

iLEAD Agua-Dulce Charter School will operate as a nonprofit, co-educational charter school and will be located in the Agua-Dulce community. iLEAD provides an exceptional academic and extracurricular program, in grades Transitional Kindergarten through twelfth, which encourages hands-on, inquiry based, self-directed and collaborative learning in a developmentally appropriate school environment. The school will focus on differentiating instruction to meet individual student needs. The program will serve primarily Agua-Dulce residents. It will launch in fall of the 2018-2019 school year. The term of this Charter shall be 1st of July 2018 through the 30th June 2023. This Charter may be renewed for one or more subsequent five (5) year terms upon the mutual agreement of the parties.

The application reflects the content required by California Education Code. The Charter Schools Act requires a charter to comprehensively describe sixteen (16) required elements. The language of each of the sixteen required elements for *Education Code Section 47605.6* precedes each element described in this petition.

AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, Dawn Evenson, hereby certify that the information submitted in this Charter Petition for iLEAD Agua-Dulce Charter School, located within the boundaries of the Acton Agua-Dulce School Unified District, is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if iLEAD’s Charter is approved, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

- The Charter School shall be deemed the exclusive public-school employer of the employees of iLEAD for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the state. Preference in the public random drawing shall be given in accordance with Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that facilitators teaching core content, college preparatory courses in the Charter School, hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute,

flexibility will be given to non-core, non-college preparatory facilitators. [Ref. California Education Code Section 47605(1)]

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- The Charter School shall, for each fiscal year, meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the 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. [Ref. Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)]
- The Charter School shall, on a regular basis, consult with its parents and facilitators regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Schools Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act

- The Charter School shall not require any child to attend iLEAD, nor any employee to work at the charter school.
- The Charter School shall comply with federal, state, and district mandates regarding English Learner (EL) education and resignation of EL students and meet all requirements of federal and state law regarding equal access to the curriculum for English Learners.
- The Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which includes the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to the Los Angeles County Superintendent of Schools on or before July 1. The Charter School shall comply with all requirements of Ed. Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with facilitators, Directors, administrators, other school personnel, parents, and pupils in developing the annual update.” Ed. Code § 47606.5(e).

Signature _____ Date _____

Dawn Evenson, CEO of iLEAD California Charters 1

iLEAD AGUA-DULCE TEAM

The Founding Board of Directors of iLEAD Agua-Dulce Charter School are committed to providing an innovative learning environment in which students feel safe, supported, and respected, as they actively learn and develop both academically and morally. By engaging students in a rigorous standards-based curriculum, aligned with the Common Core and California State Standards, the school promotes learning for leadership, moral 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 and guardians fulfill their responsibility to educate their children. In addition, we extend the walls of the school to combine meaningful service to the community. Our ultimate goal is for each and every student to demonstrate academic excellence, responsible independence, moral integrity, and community leadership as they go forth as self-motivated, competent, lifelong learners, and successful citizens of the world.

Dawn M. Evenson, Co-Founder and CEO of iLEAD Schools

Dawn Evenson is the lead petitioner of this Charter School. She currently serves as the Co-Founder of iLEAD Schools and CEO of iLEAD California Charters 1. Mrs. Evenson has 32 years of experience in education and has substantial expertise and expertise in K-8 curriculum, instruction and assessment. She has been a teacher and school administrator in both primary and secondary schools in the Antelope and Santa Clarita Valleys.

Dawn is active in the Association of California School Administrators. She has held several positions on the Region XV Executive Board including serving as the Region XV president. She was awarded the 2006 Middle School Principal of the Year Award by ACSA Region XV.

Dawn was recently nominated for the 2018 Antelope Valley Athena Award. This award is presented to a woman who has attained and embodies the highest level of professional excellence in her business or profession, had devoted time and energy to improve the quality of life for others in the community and actively assists women in realizing their leadership.

Dawn is committed to providing educational environments that will prepare our students for the 21st Century. Her mission is to provide equal opportunity by creating educational choice for all students. She has lived in the Antelope Valley since 1985. She resides in Lancaster, California with her husband. She has 3 daughters who travel the world and two of which have followed in her education passion for their career path. She is experienced in charter school start-up, development, governance and sustainability and she has led the school to achieve its strong record of student success and achievement.

Board Of Directors

Board Member Resumes Can Be Found In Appendix A

Lester Mascon – Parent and Community Member

Lester is a highly experienced parking and operations executive with a deep and unique knowledge of the U.S. and global parking market. Lester is at the forefront of parking technologies and is currently overseeing the deployment of industry defining parking solutions across multiple markets for leading U.S. companies including Westfield, MGM Resorts and Brookfield Properties.

Lester served in the United States Marine Corps from 1996 – 1999. He currently resides in Acton, after relocating from Newbury Park two years ago, with his wife and two sons. He is passionate about provide a learning environment where his sons can create life-long friendships in the local community in which they live.

Christine Johnson – Parent and Community Member

Christine has lived in Agua Dulce for 11 years with her husband. While staying busy raising 5 children in the communities of Agua-Dulce and Acton, she also has a career in the entertainment industry.

Her children, ages 6, 8, 16, 20 & 20, have attended the original Agua-Dulce Elementary, High Desert MS, Vasquez High School, AEA Secondary, AEA STEAM, AEA Agua-Dulce, as well as have been taught at home through the assistance of a Learning Resource Center.

She is active in the community, volunteering with the Agua-Dulce Women's Club, the Agua-Dulce Royal Court, and as Co-President of the Parent Organization of the AEA AD School for 2 years. Christine is a member of the Chamber of Commerce. She is looking forward to bringing this service knowledge to iLEAD Agua-Dulce as a Founding Board Member.

Nicole Slamer-Higdon – Parent and Community Member

Nicole has been behind a camera most of her life. As a kid she could be found making mini films on her Dad's camcorder, so when she enrolled at the Los Angeles Film School in Hollywood, nobody was surprised. Before attending LAFS, she received her Associates Degree in Liberal Arts at Pierce College and during her time at Piece she was interning on a television series entitled Animal Rescue Kids. The non-paid internship was full of long hours, but it confirmed that she loved this business and the anticipation for film school grew.

After graduating the Los Angeles Film School in 2003, she was hired on American Idol. American Idol, being a new television sensation, was a wonderful springboard for Nicole's career. From there, she worked as a Field Producer on shows such as So you Think you Can Dance, America's Best Dance Crew, The Sing Off and My Fair Wedding. These shows sent her to various cities across the United States where she was responsible for interviewing talent, booking locations, directing cameras and then returning to LA to oversee the editing process. She has worked for FOX, MTV, NBC, WE and more.

In her spare time she enjoys photography and horseback riding. Her love for horses was what brought her out to Agua Dulce. After becoming a Mom, she's taking some time off to raise her small children and help in the community. She is very active in the Agua Dulce Women's Club and is currently serving her second term on their Board as the Health and Welfare officer. She volunteers regularly at her son's elementary school The Albert Einstein Academy and does charity video work for Red Bucket Equine Rescue located in Chino Hills, California.

Affiliations And Consultants

The following organizations will assist iLEAD Charter School's founders in successfully operating the Agua-Dulce Charter School. Each of these vendors will be subject to conflict of interest policies adopted by the Board of Directors of iLEAD Agua-Dulce Charter School.

California Charter Schools Association ("CCSA")

iLEAD Agua-Dulce Charter School will be a member of CCSA, a membership and professional organization serving public charter schools in the State of California. Its mission is to improve student achievement by strengthening and expanding California's quality public charter school movement. CCSA serves its membership and will strengthen the charter school movement through focus in the many areas, including Member Services, providing an array of products, services, expertise and financing tools to strengthen their member schools and allow them to focus on what matters most; school quality and educating students.

Charter School Development Center (CSDC)

iLEAD Agua-Dulce Charter School will be a member of CSDC. CSDC is the nation's oldest charter school support organization and is a comprehensive resource center for charter schools anywhere in the country. Their leadership trainings, publications, consulting and membership services offer clients more than 20 years of experience in charter school start-up, operational support and advocacy. CSDC is recognized as the leading experts in charter school law, policy, finance, school design, charter authorizing, governance, and personnel. The CSDC staff has assisted with the drafting of charter laws in states across the country and plays a prominent role in the decision making of school reform policy at both the state and national level.

Procopio

iLEAD Agua-Dulce Charter School's California legal expertise will be provided by Greg Moser of Procopio. He represents clients involved in the public sector throughout California, including charter schools and school districts. Charter schools throughout California rely on Mr. Moser for advice on charter development, renewal, incorporation, and other matters. Clients include High Tech High, UCSD Preuss School, the Horizon Charter School and California Charter Schools Association Joint Powers Authority.

Clifton Larson Allen

Wade McMullen of Clifton Larson Allen LLP VLS has been successful in maintaining long-term relationships with charter school clients. He and his organization will provide top quality audit, accounting and consulting services to iLEAD Agua-Dulce.

iLEAD Schools Development

In 2012, the iLEAD founders launched iLEAD Schools Development, a California nonprofit public benefit corporation that operates as a charter school service provider. iLEAD Schools Development works to develop new charter schools and partners with existing schools to support them in implementing a project-based curriculum as well as ongoing instructional coaching and expertise. iLEAD Schools Development will provide extensive operational support to iLEAD Agua-Dulce staff and learners.

ELEMENT A(i) : EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. – California Education Code Section 47605.6(b)(5)(A)(i)

Our Mission, Vision, And Goals

The mission of iLEAD Agua-Dulce Charter School will be to empower students to become conscientious, compassionate, and responsible citizens of the world. In this process, we will inspire them to become creative thinkers and leaders, with a lifelong love of learning. We will accomplish this through individualized instruction, active learning methods and opportunities for self-directed learning. We will celebrate and foster each child’s individuality and support them in discovering their highest potential. We believe each child will be equipped with the skills and knowledge to achieve his or her fullest potential in preparation for college and the demands of the 21st century workplace.

iLEAD Agua-Dulce will accomplish its mission through the following practices:

- ***Constructivist methods and project-based learning:*** iLEAD Agua-Dulce’s curriculum will implement the California Common Core State Standards through relevant learning experiences that will engage students’ interest as they discover underlying concepts and develop deep understanding of subject matter. Learners will be active participants in meaningful learning, as they engage in hands-on activities and experiences that will 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 will develop skills for successful careers. Learners will apply their understanding in projects that gradually introduce greater

complexity, more learner autonomy and increased choice of topics and products, as learners are ready. These powerful learning experiences will foster self-motivation and self-directedness, as learners discover and develop their uniqueness, while striving to become competent lifelong learners. In this constructivist relationship, teachers are facilitators of learning and students are learners. For this reason, we call our teachers “facilitators” and we call our students “learners.”

- ***An international focus:*** Learners in the 21st century are faced with the challenge of learning in an increasingly interdependent world where knowledge is constantly developing and evolving. Rigorous curriculum on global connectivity gives learners a sense of belonging in the changing world and prepares learners to fit in the global marketplace upon graduation and post college. Exploring the world’s cultures gives learners a positive attitude toward learning and greater understanding of diverse cultures, both in the U.S. and abroad. iLEAD Agua-Dulce will offer foreign language instruction to its learners. Foreign language instruction begins in Transitional Kindergarten and will include exposure to Mandarin, Spanish, Korean and French.
- ***Individualized learning plans (ILPs) for all learners:*** Each year, iLEAD learners and facilitators create ILPs to guide instruction. Each learner, along with his/her family and his/her facilitator, works together to monitor the ILP and make adjustments as needed. The primary goal of the ILP is to ensure that each child is treated as an individual, and therefore will be working toward attainable goals appropriate to his/her individual development.
- ***Multi-age groupings:*** Multi-age classroom environments, with two or more grades, allow learners the flexibility to progress at their own pace along a continuum of learning. Multi-year relationships between facilitator and learner provide for deeper knowledge of a learner’s needs to guide instructional decisions and familiarity with the social emotional health of a learner.
- ***Attention to the whole child:*** A developmentally appropriate educational program, including both instruction and a purposeful school culture, promotes adaptability, self-confidence, autonomy and creativity for all children. Learners develop social emotional skills as they learn to communicate and problem solve to effectively work, learn and live together. The educational program promotes respect, understanding and appreciation of diversity in the school’s multicultural environment.
- ***Building a strong partnership with home and community:*** Parents and community partners are key resources to supporting learners’ success. iLEAD Agua-Dulce will actively involve parents at school and will work with them to support and extend learning at home. iLEAD Agua-Dulce will seek ways to involve community partners and provide learning experiences that broaden learners’ perspectives.

- ***iLEAD Agua-Dulce's Independent Study Program:*** iLEAD Agua-Dulce will offer a long-term independent study program with a “hybrid” approach that has been very successful in meeting diverse individual learners’ needs. In addition to home study, coordinated by iLEAD Agua-Dulce’s home study coordinators and the learners’ parents/guardians, independent study learners are eligible to participate in a variety of optional site-based activities such as: art classes, math classes, book clubs, participation in holiday programs, field trips and lunch for socialization opportunities.

Vision

The vision of iLEAD Agua-Dulce Charter School is that all learners possess the knowledge, skills and confidence to succeed by mastering academic standards and developing a deep understanding of subject matter. Learners have a heightened awareness of the endless possibilities for their future and will be able to think critically by asking the right questions, especially when confronted with the status quo.

The iLEAD Agua-Dulce Vision will be guided by the following the iLEAD Agua-Dulce Values Statement:

We are a people of purpose, establishing a new paradigm for education. We are a caring culture that values community, which contributes to a better society. Our focus on developing empathy fosters an engaging, positive, rich environment. We believe people are natural born leaders. We provide opportunities for discovery and wonder to nurture a lifelong love of learning. Success is demonstrated through leadership, self-direction, problem-solving skills, creativity, collaboration, innovation, and service. We embrace stepping out of our comfort zone. And, we value joy, fun, choice, and voice, and we celebrate that our differences contribute to our common humanity.

In addition, at iLEAD Schools, we value 21st Century skills such as those promoted in the Department of Labor’s Secretary's Commission on Achieving Necessary Skills (SCANS; see also <http://www.academicinnovations.com/report.html>). The SCANS skills include:

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

Whom The Charter School Is Attempting To Educate And Serve

iLEAD Agua-Dulce Charter School will serve approximately 320 learners in Transitional Kindergarten (TK) through grade 12, encompassing a growing spectrum of ethnic, cultural and linguistic heritages. iLEAD Agua-Dulce will serve learners who are gifted or advanced, learners who struggle academically, learners who have special needs, English Learners, and

learners who have a variety of learning styles. iLEAD Agua-Dulce will serve learners from all social and economic groups in the Agua-Dulce community. Given its instructional approach, iLEAD Agua-Dulce will attract and be successful with youth whose educational experience to date has not resulted in optimal academic and personal success, such as learners whose learning style may limit their ability to achieve their learning potential in a conventional classroom employing traditional methods, as well as, high achieving gifted and talented learners.

iLEAD Agua-Dulce Charter School is authorized by, and located within, the territorial jurisdiction of the Acton-Agua Dulce Unified School District (the “District”). Learners of iLEAD Agua-Dulce Charter School will be academically prepared to take on opportunities and be prepared to overcome any obstacles that stand in their way. Our belief is that all students need to focus on higher education at an early age. iLEAD Agua-Dulce Charter School will prepare learners for higher education and high quality 21st Century careers from the start of their elementary school experience.

Projected Enrollment And Growth

iLEAD Agua-Dulce will enroll 146 learners in grades TK - 6 in our first year of operation. 20% of these learners, 30 children, will be enrolled in our independent study program as permitted per law. We will seek to add one class to grades 7 – 10 in the four years that follow. At the time for renewal of this petition, in five years, we will look to serve approximately 319 learners with 20% of these learners, 64 children, in our independent study program.

iLEAD Agua-Dulce Five Year Projections					
Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
TK/Kindergarten	15	29	29	29	29
First Grade	20	29	29	29	29
Second Grade	29	29	29	29	29
Third Grade	23	29	29	29	29
Fourth Grade	25	29	29	29	29
Fifth Grade	13	29	29	29	29
Six Grade	21	29	29	29	29
Seventh Grade	0	29	29	29	29
Eighth Grade	0	0	29	29	29
Ninth Grade	0	0	0	29	29
Tenth Grade	0	0	0	0	29
Eleventh Grade	0	0	0	0	0
Twelfth Grade	0	0	0	0	0
	146	232	261	290	319
Enrollment Assumes 25 each grade level in years 2-5 and 4 Exploration / Home Study					

Implementing iLEAD's Measures Of Excellence

Teachers and parents understand that test scores alone do not measure how well a school is performing. At iLEAD Schools, we believe that operating a successful school requires constant attention in five important areas that we call Measures of Excellence:

- Parent choice and satisfaction
- Adhering to shared values (principled, reflective, innovation, joy and the recognition that people think and learn differently and express their intelligence in a multitude of ways)
- Academic achievement
- Positive social and emotional development
- Economic sustainability

iLEAD works hard to balance accomplishments in all of these areas, because a school that emphasizes one while ignoring another will not thrive.

Educational Philosophy

The world has become a global marketplace with ever-expanding sources of information, technology and advancement. We have evolved from a performance based society, where the adult practiced what was learned in school, to a learning society. Children need to develop flexible sets of abstract learning and coping tools and skills. It is vital that students “learn how to learn” in our dynamically changing nation and world. Successful workers will possess more than rote skills and factual information; they will be leaders who can plan, problem solve, create and achieve multi-step goals. To be an “educated person” in the 21st century, students will be able to think critically and apply their understandings in novel contexts. They will have 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 in at least two languages. Students will need to work cooperatively and to value their individuality as well as other people's differences.

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

An educated person in the 21st century will be mentally and physically healthy, with an awareness of their value and the value of others. They will have the necessary skills to connect with and meaningfully contribute to their community and society.

An educated person in the 21st century will know that learning and life are meaningful and joyful. They will understand the value of participating in the community around

them to improve it. They will understand civic duties and the glorious opportunities afforded to us under democracy. 21st century students will need to be leaders who demonstrate honesty, courage, integrity, respect, kindness, and persistence.

An educated person in the 21st century must be proficient in using technology. All students will need to be successful in the information rich, global society that has emerged. Our aim is the empowerment of all children to function effectively in their future, a future marked increasingly with change, information growth, and evolving technologies. Technology is a powerful tool with enormous potential for paving fast-track highways and learning opportunities for all, to better serve the needs of 21st century work, communications, learning, and life.

All of the above, while speaking directly to school climate, also reflects iLEAD Agua-Dulce Charter School's overarching educational philosophy and mission.

How Learning Best Occurs

iLEAD's unique design reflects our beliefs about how learning best occurs. The commitment to constructivism and Project-Based Learning (PBL) is based on a commitment to a student-centered educational environment in which learning is presented with a meaningful context that is relevant to learners' lives and the diverse experiences they bring with them to school. We believe that learning occurs when learners are encouraged to explore the world around them and are encouraged to take risks. Using PBL as an educational vehicle iLEAD offers "Real-life" learning experiences to enable learners to capitalize on their natural curiosity and creativity, and as a result develop self-motivation and an intrinsic love for learning. Instruction is active and engaging and requires students to produce original work that they revise, polish, and perfect. We believe that true mastery of content best occurs when students are given the means to explore, question, solve problems, reflect, make mistakes, try again, and demonstrate their knowledge (Freire, 1972).

We believe that learning must "invite students 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 instruction that:

- Is culturally relevant with authentic meaning for the learner, incorporating language learning, multicultural education and relevant reflection on cultural and individual diversity;

- Is rigorous and demanding, promoting depth of learning and high-level thinking within students' Zone of Proximal Development as determined by ongoing assessments;

- Offers students autonomy to self-select reading, writing and other learning, and simultaneously demands students take responsibility for their own learning and their community via self-reflection and self-

assessment; Is conducted in a psychologically and emotionally safe community where parents/families are integral partners in the educational process.

We believe that in order to support all learners, including those with disabilities, English Learners or learners who struggle to succeed in school, we must clearly communicate our high expectations for their success, and then provide targeted support to achieve the stated goals, and meaningful opportunities for learners to demonstrate their accomplishments and successes (Resnick, 2008). Learners best learn when intensive individualized academic interventions and scaffolding are provided to allow them to retain concepts and skills that are delineated in the state standards, and even more importantly, be equipped to handle the challenges of the future.

iLEAD's educational design and philosophy are consistent with the school's vision, mission and target population. iLEAD's school design begins with a solid research base. iLEAD draws upon the following instructional theories and methods:

Leadership

Learning occurs best when the school culture and environment have a significant impact on learning. We follow *The Leader in Me* model by Stephen Covey as a guide to create a school culture with a positive learning environment aligning shared values. The *Leader in Me* is collaborative, ongoing and based on leadership, character and learner achievement. This model, which teaches *The 7 Habits of Highly Effective People*, is dedicated to increasing leadership skills in all learners. *The Leader in Me* improves academic achievement and raises levels of accountability and engagement among learners, parents and staff.

Entrepreneurial Development

Entrepreneurship is an essential skill in the 21st century job market. Entrepreneurial skills are required not only for future entrepreneurs; modern jobs require employees to be entrepreneurial as well. Entrepreneurial development is a multidisciplinary form of education: it teaches multiple subjects at once. Solving business problems requires knowledge of subjects such as math, language, and arts. Entrepreneurship is not something you do alone. Learners learn to work together with their teams and also with customers. Being an entrepreneur requires many different skills. Therefore, even learners who are usually underperforming can rise to the top. It can bring out the best in everyone. Selling, talking to customers, and marketing are everyday business skills that are taught. At iLEAD, we also encourage social entrepreneurship-- businesses that generate income but can support social change at the same time. In addition, at iLEAD we use entrepreneurship as a way to provide financial literacy education. Innovation and creativity are at the heart of entrepreneurial development. iLEAD's instructional program reinforces the intrinsic motivations of play, passion, and purpose, while teaching learners to work in teams, take risks, and learn from failure. These are keys to nurturing our learners' natural curiosity, creativity, and ability to innovate. Our iLEAD Agua-Dulce Entrepreneurial Fair will bring this instructional theory to life as our learners will brainstorm business ideas, utilize ELA and Math skills to create a business plan, and create marketing materials to be presented at the fair.

Arts

Years of research show that the arts are closely linked to almost everything that we as a nation say we want for our children and demand from our schools: academic achievement, social and emotional development, civic engagement, and equitable opportunity.

Involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skill. Arts learning can also improve motivation, concentration, confidence, and teamwork. Strong arts programming in schools also help close a gap that has left many a child behind: "Arts education enables those children from a financially challenged background to have a more level playing field with children who have had those enrichment experiences," says Eric Cooper, president and founder of the National Urban Alliance for Effective Education.

At iLEAD we believe that the arts are the cornerstone for all learning. In addition to offering such classes as Visual Arts, Musical Theater and Dance, the arts processes are woven into all subject areas and we encourage our learners to utilize artistic innovation, creation and exploration in their project learning and presentations.

Design

We believe that learners learn best by participating in project-based learning where they design projects/products to convey their learning. Learners learn to take charge of their own learning by actively designing, researching and developing in-depth study on a topic of interest. As they develop skills, learners are increasingly responsible for deciding the topic, what the project consists of, how to implement the project, and reflection on the project. Where possible, learners decide what processes they will use to achieve the project, according to their individual learning styles. It is the role of the facilitator to guide the learners, set expectations, facilitate questions, and encourage learners to use multiple intelligences (Newell, 2003).

Passive, out of context learning is not adequate to prepare students to work in today's world. iLEAD uses project based learning to equip learners to solve complex problems using fundamental skills (reading, writing, and math) and workplace skills (teamwork, problem solving, research, time management, information synthesizing, utilization of high-tech tools). According to the leading PBL authority, The Buck Institute for Education (BIE), Project Based Learning is a research driven approach to developing deeper learning and required competencies for success in college and careers.

There is a growing body of research that supports the use of project based learning. Schools where project based learning is practiced find a decline in absenteeism, an increase in cooperative learning skills, and an improvement in student achievement. When technology is used to promote critical thinking and communication, these benefits are enhanced.

The iLEAD Agua-Dulce Charter School's project-based learning instruction will be modeled after the Santa Clarita Valley International Charter School located in Castaic, California. This charter school implements project-based learning for learners TK-12th grade.

Social Emotional Learning

Learning occurs best through the development of character, where learners learn how to become active participants in a community, to understand their rights and to enthusiastically fulfill their responsibilities as members of society. The classroom and school are model communities where learners learn the skills and practices they need to live as productive citizens of the greater community. Students learn to take full responsibility for their own learning (Nelson, 2000; Kohn, 1993).

At iLEAD Schools, we maintain a unique emphasis on using methods that foster our learners' social-emotional development and personal strengths. We are committed to ensuring our students learn to lead, be self-directed, and develop their emotional IQ in a way that inspires creativity and engagement in their coursework. We believe it's vital to help students develop skills like social awareness, self-management, regulation of emotions, and early self-awareness early so they can begin to weave these abilities through every facet of their lives.

As an integral part of our approach to teaching, implementation and evaluation of Social-Emotional Learning (SEL) principles is inseparable from our project-based learning model, which requires learners to research, collaborate, and carefully weigh information and evidence in a nuanced problem-solving context and teaches them to accept feedback, create solutions, and present their findings in a high-performance context.

To accomplish this vital mission, we measure and report SEL progress as part of every project, individualized learning plan goal, and Report of Progress. We have also developed SEL and Academic Rigor rubrics that add a well-balanced approach to academics and reflective practice for facilitators, learners, parents, and administrators. Other elements of our SEL implementation, practice and assessment include Learner Led Conferences (LLCs), Presentations of Learning (POLs), Passion Projects, Individualized Learning Plans (ILPs), Advisory Program, learner-driven ambassador groups, morning meetings, and restorative approaches to discipline, among others.

What is the value of Social Emotional Learning? As Dr. Thom Markham—our valued consultant, Maker Team member, and author of Redefining Smart: Awakening Students' Power to Reimagine Their World), writes in his article on "Reconsidering Rigor in Schools" (2016): "There is a momentous, broad-based cultural shift underway that has struck at the roots of every industrialized system of education. The result is a demand for more personalized learning, brain-friendly environments, less recall and more thoughtful application of knowledge, optimal conditions for eliciting intelligent behaviors, constructivist tools, and respectful, caring relationships that honor the learner."

To adapt to today's new world and increasingly globalized economy, education must emphasize more than instilling rote knowledge. Students must be prepared to be empathetic, critical thinkers who thoughtfully and significantly engage with the world around them. We know that modern employers prize these skills in the workplace, and research suggests that employees with more highly developed social-emotional strengths earn more and are more productive. And according to the nonprofit, nonpartisan think tank Economic Policy Institute, focusing on non-cognitive skills may actually further improve reading, writing, and mathematics performance in kids.

iLEAD Agua-Dulce Facilities

At iLEAD Schools we adopted an open concept floor plan for our classroom spaces to help facilitate our Project-Based & Deeper Learning educational model. We want our spaces to adapt to the *learners* and not have our learners forced to adapt to their spaces. Our hope was to create fun spaces where our learners can explore and experience learning in safe and engaging ways, to foster curiosity, problem solving skills, creativity, synergy, and critical thinking. We are always looking for innovative and creative ways to arrange our spaces. We prefer alternative seating and round tables, creating spaces where every learner can find their niche and learn in the way that suits them best. We are open to ideas and collaborating on making our spaces better for our learners and achieving the goal of reaching the whole child. Our spaces are designed based on numerous ideas and concepts, including the Third Teacher (O'Donnell, Wicklund Pigozzi and Peterson, 2010), From the Campfire to the Holodeck (Thornburg, 2013), and the Maker Movement (Hatch, 2013).

Goals For Enabling Pupils To Become And Remain Self-Motivated, Competent Lifelong Learners

Through our learner centered, differentiated, hands-on instruction, learners come to understand that they can achieve and thereby develop confidence in their learning, and motivation to learn. iLEAD Agua-Dulce faculty will utilize “backwards design” and focus on student achievement data to ensure that learning objectives are met. Learners reflect on their own learning, which helps them gain an understanding of the way they learn best, developing critical competencies in their own learning processes, as well as outcomes. Learners also actively participate in their own learning, seeing the relevance and applications of their education and their daily lives. Thus, well beyond the mastery of specific skills and knowledge, learners develop a lifelong ability to continue to learn. Throughout this practice, the goal is to enable learners to become and remain competent lifelong learners.

Teaching Methodologies

iLEAD Agua-Dulce's educational design and philosophy will be consistent with the school's vision, mission and target population. iLEAD Agua-Dulce's school design will begin with a solid research base. iLEAD Agua-Dulce will draw upon the following instructional theories and methods:

Constructivist Learning Theory

iLEAD Agua-Dulce uses constructivist methods based on research about how people learn. Research shows that each individual constructs knowledge rather than receiving it from others (Brooks and Brooks, 1993). Constructive teaching is based on the belief that students learn best when they gain knowledge through exploration and active learning. Hands-on materials supplement or replace textbooks, and students are encouraged to think and explain their reasoning instead of memorizing and reciting facts. 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 manipulatives, active learning, field trips, guest speakers, and real-life projects that allow students to use many learning styles and multiple intelligences (*The Language of Learning: A Guide to Education Terms*, by J. L. McBrien & R. S. Brandt, 1997, Alexandria, VA: Association for Supervision and Curriculum Development).

Project-Based Learning

iLEAD Agua-Dulce will use project based learning to equip learners so that they may solve complex problems using fundamental skills (reading, writing, listening, speaking and calculating), and workplace skills (teamwork, problem solving, research gathering, time management, information synthesizing, utilization of high-tech tools). As noted by the current California Science Standards Framework: “Effective science programs use standards-based connections with other core subjects to reinforce science teaching and learning. Reading, writing, mathematics, and speaking skills are all needed to learn and do science. In self-contained classrooms, teachers incorporate science content in reading, writing, and mathematics (CA Science Framework, p. 13.)” Narrative and expository literature and high interest trade books serve as key resources for thematic instruction. Extensive research documents the power of reading and writing across the curriculum to create “active readers and writers by engaging students in authentic literacy tasks that emerge naturally from interesting and worthwhile topics and ideas (Vogt, 2010; see also Heibert, 1994, Fielding and Pearson, 1994).”

Learners learn to take charge of their own learning by actively planning, researching and developing in-depth study on a topic of interest. As they develop skills, learners are increasingly responsible for deciding the topic, what the project will consist of, how to implement the project, and reflection on the project. Where possible, learners decide what processes they will use to achieve the project, according to their individual learning styles. It is the role of the teacher to guide the students, set expectations, facilitate questions, and encourage students to use multiple intelligences (Newell, 2003).

Through project based, interdisciplinary learning, learners are able to view school subjects as connected and interrelated, much like real life. As learners explore topics in a variety of ways and through various sources, they learn to relate what they are learning to their own lives. When students view their learning as having personal relevance, they put more effort into their schoolwork and achievement (Willis, 1995; Csikszentmihályi, 2009).

According to research conducted by a leading entity in Project Based Learning, the Buck Institute for Learning, Project Based Learning supports education in the following ways:

- Academic achievement: Students learning through PBL retain content longer and have a deeper understanding of what they are learning (Penuel & Means, 2000; Stepien, Gallagher & Workman, 1993).
- 21st century competencies: Students demonstrate better problem-solving skills in PBL than in more traditional classes and are able to apply what they learn to real-life situations (Finkelstein et al., 2010) PBL students also show improved critical thinking. (Beckett & Miller, 2006; Horan, Lavaroni, & Beldon, 1996; Mergendoller, Maxwell, & Bellisimo, 2006; Tretten & Zachariou, 1995).
- Equity: PBL shows promise as a strategy for closing the achievement gap by engaging lower achieving students (Boaler, 2002; Penuel & Means, 2000).
- Motivation: In PBL classrooms, students demonstrate improved attitudes toward learning. They exhibit more engagement, are more self-reliant, and have better attendance than in more traditional settings (Thomas, 2000; Walker & Leary, 2009).
- Teacher satisfaction: Teachers may need time and professional development to become familiar with PBL methods, but those who will make this shift in the classroom practice will likely report increased job satisfaction (Hixson, Ravitz, & Whisman, 2012; Strobel & van Barneveld, 2009).

Individualized Learning Plans

At the start of each school year, learners and their facilitator, together, with parents/guardians, will create an Individualized Learning Plan (ILP) for each learner that includes individual goals (aligned to Common Core State Standards), major learning activities, and the means by which outcomes will be reviewed. Each learner will then learn to evaluate their progress toward those outcomes, starting at a basic level when they are younger and improving their ability to self-assess over time. At least twice each school year they will meet with their facilitator and their parent to look critically at what they have accomplished, examining a portfolio that showcases what they have learned throughout the school year. The learner will help lead a discussion of their strengths and areas of growth. Facilitators will coach learners through this process and practice with learners while they are learning how to help lead and ultimately to direct these discussions. The group will work together to develop goals and strategies to overcome challenges. The portfolio-based Student Led Conferences will help ensure that learners are accountable to their families, their facilitators, and the school community as a whole. In addition, the experience will create a powerful incentive for learners to develop their skills, through the communication of high expectations, public display of meaningful work, and opportunities to showcase talents in modalities that best suit learners' distinct learning styles.

Multi-Age Groupings

Research supports educational environments with two or more grades because they allow students the flexibility to progress at their own pace along a continuum of learning. Multi-year relationships between teacher and student provide for deeper knowledge to

guide instructional decisions and familiarity with the social emotional health of a student (Anderson and Pavan, 1993). Classrooms in grades TK-8 may be a mix of two (and occasionally more than two) grades to allow students to progress and to be grouped with others, rather than to be limited by age-based groupings.

Learners will get the benefits of a smaller, more personal learning environment, and at the same time, their academic needs are met. Also, multi-age groupings will enhance the culture of learning as older learners model expected behaviors for learners entering the class or the school, also reducing social stratification across grade level groups and reducing the chance of bullying and other harmful behaviors.

While multi-age groupings are common in elementary school, research also supports multi-age groupings for the middle grades. The National Middle School Association (1997) has identified multi-age grouping, cooperative learning, heterogeneous grouping, developmentally appropriate learning tasks, cross-age tutoring, flexible scheduling, and positive evaluations as important instructional strategies for older children. Additional research shows that the benefits of multiage classrooms include increased affective learning, such as improved self concept, increased prosocial behavior, greater responsibility and more positive attitudes toward school. Increased opportunities for leadership and peer learning are also cited (Gutierrez & Slavin, 1992; Miller, 1991; Pardini, 2005).

Technology Integration

An exciting selection of software and internet resources now exists to engage learners in real world content, to teach new concepts, and to provide opportunities for learners to apply conceptual understanding in new contexts. There are interactive programs, such as simulations, where learners act as architects, to design a playground, teach core content standards and develop critical thinking skills. Facilitators will access video, photos, text, audio tracks and other real-world material online to support California Common Core State Standards being taught. These resources will engage learners' interest, provide up-to-date content and accommodate diverse learning styles. In addition to our mobile technology carts throughout the school, our iLEAD Agua-Dulce learners will also access these resources in the Exploratorium. Although the Exploratorium may look like a regular computer lab, it is a place where learners will engage in flight simulation, robotic design, and creative applications such as Adobe software, Google products, and Apple Apps to explore the different aspects of math, science, and art. Whether discovering the scientific method, potential vs kinetic energy, or geometry, the Exploratorium will move knowledge from the textbook into real life. The goal of the Exploratorium is to provide technologies, equipment and opportunities for learners to develop and apply skills in a way that makes sense of their own learning. Learners and facilitators will be encouraged to explore and utilize the Exploratorium platforms to enhance and extend projects, research, and innovation.

Technology at iLEAD Agua-Dulce will also expand opportunities for facilitator feedback, learner revision and parent involvement. Basic word processing makes learner revision of work much more efficient. Web-based programs can greatly increase learner, facilitator

and parent interaction around learning, including communication about progress toward learning goals and the instant updating of information through information systems such as Jupiter Grades.

Curriculum And Instruction

Parent Involvement

At iLEAD Agua-Dulce, parents will play many important roles in the day-to-day operations of the school, as well as the strategic planning and overall vision of the school community. Parents will continue to be involved in the school through volunteering and attending school events. Parents are highly encouraged to volunteer on campus. iLEAD Agua-Dulce will suggest that each family contribute monthly volunteer hours to the school. No learner faces consequences if his or her family does not complete recommended hours.

iLEAD Agua-Dulce will communicate with parents about learner progress on an ongoing basis as parents interact with facilitators, counselors and administrators informally and by request, and using web based technology. Additionally, iLEAD Agua-Dulce will hold student led conferences and issues Reports of Progress at least two times a year and send annual reports to stakeholders. iLEAD Agua-Dulce will email a weekly newsletter to families and staff. iLEAD Agua-Dulce will develop policies to promote effective communication between parents, facilitators, counselors and administrators, setting expectations for the timeliness of responses, the manner in which conflicts are resolved, and staff training to minimize conflicts, such as effective communication strategies and harassment prevention.

The Whole Child

iLEAD's educational program facilitates the academic, social, and emotional development of all students with developmentally appropriate curriculum as they move through the school's program. For example, older students are teamed up with younger students as a way to create a family environment where the younger youth have older "sponsors" to look up to and the older youth are mentors for the younger students. Older students reinforce their studies and subject mastery by tutoring the younger students in their studies.

Grades TK-5

In TK-5 classrooms, facilitators will build strong relationships to create a safe learning environment that makes students feel comfortable as active participants. Students' primary classrooms will be a place for social emotional-skill building, for participating in democratic decision making and for solving problems between individuals, as a class, and as a school. In the earliest grades, learning activities may often resemble play and allow self directed exploration. Curriculum such as Second Step, and Responsive Classroom will be utilized to develop social and emotional skills which are developmentally appropriate as well. In addition, each day starts with a morning meeting. Morning Meeting is an engaging way to start each day, build a strong sense of community, and set children up for success socially and academically. Each morning, students and teachers gather together in a circle for twenty to thirty minutes and interact with one another during four purposeful components:

1. Greeting: Students and teachers greet one another by name and practice offering hospitality.
2. Sharing: Students 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 students practice social and academic skills (for example, reciting a poem, dancing, singing, or playing a game that reinforces social or academic skills).
4. Morning Message: Students read and interact with a short message written by their teacher. The message is crafted to help students focus on the work they'll do in school that day.

Grades 6-12

In the older years program, iLEAD Agua-Dulce Charter School will implement an advisory program, which is a key strategy for developing the whole child, individualizing the educational program, and creating a supportive school environment. Through advisory, learners and facilitators will develop closer relationships, creating a safe space for activities such as social-emotional and personal/academic skill-building and goal setting, monitoring, and problem-solving. Advisory will provide the learners and facilitators a space to connect and discuss their school community, work collaboratively to address any challenges that individual students, the classroom, or the school community as a whole are facing. Advisories will be used to facilitate every child's participation in the school's decision-making process. The meetings will provide time for facilitators to announce upcoming activities and classroom guests. Advisories are "school families" that foster strong connections among all members of the iLEAD community. In order to promote strong social emotional learning in these critical middle years, a curriculum such as Second Step is implemented. Advisory will also serve as a means towards college preparedness. Beginning in 9th grade, advisory will give learners tools such as college planning, choosing the right type of school, narrowing their passion to focus on possible college and career plans and how to write college essays.

Understanding By Design

iLEAD's instructional staff approach curriculum planning will use a standards based backwards design process, a key part of Grant Wiggins' and Jay McTighe's acclaimed "Understanding By Design" model. First, facilitators will identify rigorous, relevant and attainable overarching learning outcomes, going beyond simple facts and skills to include larger concepts, principles or processes ("What should students know, understand, and be able to do? What is worthy of understanding? What enduring understandings are desired?"). Next, they will determine acceptable evidence of learning for those outcomes; the means of authentic assessment through which they plan meaningful learning experiences and instruction ("How will we know if students have achieved the desired results and met the standards? What will we accept as evidence of student understanding and proficiency?"). This includes definition of knowledge (know that), skills and procedures (know-how), that students ought to master, definition of materials, and definition of learning /teaching activities (scenarios). Through this planning process they will develop a curriculum map based on the Common Core Standards and other outcomes specific to iLEAD.

To clarify, authentic assessment is the process of evaluating student understanding or skills mastery through a demonstration by the student in a situation that closely resembles how that understanding or skill would be applied in the real world. Authentic assessment is virtually always an important assessment strategy in project-based learning. Authentic assessment can also be an important assessment strategy following other types of instruction. For example, Writers Workshop is not a project-based learning mode, however, evaluation of writing using a rubric would be considered authentic assessment.

Character Education: The 7 Habits Of Highly Effective People

iLEAD believes that positive character development is not a nice add-on in the curriculum, rather a crucial aspect of a quality school. We believe that a school must cultivate a culture of character in order to be a successful learning community.

The world has entered an era of the most profound and challenging change in human history. In addition, studies have identified what is referred to as a “skills gap”—a difference in how students are prepared for the workforce and the skills and character employers are seeking to match the demands of today’s global economy. iLEAD Agua-Dulce Charter School will develop character and leadership skills in students by using *The Leader in Me* by Stephen Covey as a structure to prepare students to meet the future challenges of our ever changing world. *The Leader in Me* teaches students *The 7 Habits of Highly Effective People*, and is designed to be integrated into a school’s core curriculum and everyday language so that it isn’t “one more thing” the school staff has to do. It becomes part of the culture, gaining momentum and producing improved results year after year, benefiting schools and students in the following ways:

- Develops students who have the skills and self-confidence to succeed as leaders in the 21st century
- Decreases discipline referrals
- Teaches and develops character and leadership through existing core curriculum
- Improves academic achievement
- Raises levels of accountability and engagement among both parents and staff

In addition to the 7 Habits, iLEAD may also utilize a social/emotional curriculum such as PATHS, Non-Violent Schools or Second Step to support the implementation of the 7 Habits by explicitly teaching key social/emotional skills to its students.

Instructional Methods And Materials

iLEAD selects instructional materials that are in alignment with the California Common Core State Standards. Materials selected are also aligned with our educational philosophy and rigorous, relevant and attainable student outcomes. Some possible materials are listed in the following sections, but the actual materials used may differ as instructional staff learns more about the latest research and practice in education, in order to make well-supported curriculum decisions.

Materials are chosen to promote active, purposeful engagement with content where students learn and show what they know “by doing.” Materials may also be selected to enhance curricular integration, for example, where students read a work of historical fiction to

enhance their understanding of History/Social Science content they are studying. In addition to any textbooks,

supplemental materials are used to develop international themes, to differentiate for student needs and as needed for projects. Students have opportunities to select materials appropriate to subtopics they have chosen, as appropriate.

English/Language Arts

Developing strong literacy skills is critical to students' success in school and for becoming productive, fulfilled individuals. Emphasis will be placed on using literacy skills for authentic purposes. iLEAD Agua-Dulce Charter will design a comprehensive language arts curriculum incorporating the California State Standards and Learning Targets 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

English/Language Arts (ELA) curriculum is based on California's Common Core Standards. iLEAD's instructional materials for ELA align well with the Common Core Standards. ELA instruction emphasizes the development of skills and strategies students need to be competent readers, writers and speakers. iLEAD assesses student reading, language and writing three times a year, and use the data to ascertain strengths and areas of growth for individual learners, class, grade level and school. Monthly Data Protocols are held with the Site Director and grade-level team to analyze the data, set goals, create action plans, evaluate curriculum, and refine teaching strategies. Data used to drive learning includes benchmark and other summative assessments, MAP NWEA RIT scores, and formative assessment data collected or observed after concepts are taught. iLEAD uses a rubric designed for each grade level to assess student writing and save in portfolios samples from before, during, and at the end of instruction.

The ELA curriculum provides the core of reading and writing instruction, but these skills are supported across the content areas as they read and write in genres specific to other disciplines. Learners read and write for authentic purposes, so that the work is meaningful to them and they develop a greater sense of the value of reading and writing. As a literature based program, iLEAD deemphasizes textbooks in favor of chapter books and other authentic reading materials. As Donalyn Miller states in The Book Whisperer: Awakening the Inner Reader in Every Child, "Providing students with the opportunity to choose their own books to read empowers and encourages them. It strengthens their self-confidence, rewards their interests, and promotes a positive attitude toward reading by valuing the reader and giving him or her a level of control. Readers without power to make their own choices are unmotivated."

At iLEAD Agua-Dulce, ELA instruction emphasizes serving students at their “just right” level of challenge. Instructional materials, mini-lessons, and reading and writing workshops focus on the Common Core State Standards in writing, reading, listening, and speaking.

In grades TK-5, reading instruction develops decoding and comprehension skills, balancing phonics instruction with activities that help students read for meaning. iLEAD utilizes programs such as The Daily 5, a structure that helps students develop the daily habits of reading, writing, and working independently that leads to a lifetime of literacy independence. The Literacy CAFÉ strategies (Comprehension, Accuracy, Fluency and Expanding Vocabulary) along with strategies from Jennifer Serravallo’s books, *The Reading Strategies Book* and *The Writing Strategies Book*; are taught to students within the reading and writing workshop structure. Facilitators of K-5 students use research based curriculum such as Zoo-Phonics, Words Their Way, Handwriting without Tears, Units of Study in Opinion, Information, and Narrative Writing and Leveled Literacy Intervention to ensure that all students attain proficiency in the Common Core State Standards. In the upper grades, students participate in Reader’s Workshop as they read and discuss chapter books. Facilitators provide opportunities for students to choose their own books, coaching them in how to identify desirable books at their reading levels. This approach develops a love of reading, so that students seek to do more of it on their own initiative.

In grades 6-8, students spend most of their time in short skills lessons, reading and responding to text, and writing for a variety of purposes. Inquiry based discussion of text has many benefits. This approach to literature strengthens critical thinking and civil discourse; develops appreciation of literature, teaches respect for diverse ideas, people, and practices; creates a positive learning environment for all students; creates a community of inquiry; develops social problem-solving skills; helps students clarify values; builds self-esteem; and puts the student in the center of the learning as an active and engaged participant. Explicit instruction in writing takes place in the ELA content seminars and any other seminar requiring a specific form of writing, such as technical reports in the hard sciences, journaling and descriptions of multistep problem solving in mathematics and opinion editorials and research papers in the social sciences. Seminars are similar to mini-lessons but are more than 10-15 minutes in length, usually used to introduce a process and product. ELA facilitators collaborate with other facilitators to align writing instruction in ELA with that done in other disciplines. Reading is emphasized across the curriculum so that students have many opportunities to read for a variety of purposes.

In grades 9-12, learners build on the previous work in reading and writing and focus more on application and critical thinking at a deeper level. Learners determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. They analyze a point of view by distinguishing what is directly stated in a text from what is meant. Learners cite textual evidence to support an analysis of what the text says explicitly, as well as inferences drawn from the text, including determining where the text leaves matters uncertain. They integrate and evaluate multiple sources of information presented in different media or

formats (such as visually or through numbers), as well as in words to address a question or solve a problem. In writing, learners introduce a topic and develop it thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Learners provide a concluding statement or section that follows from and supports the information or explanation presented (such as articulating implications or the significance of the topic). They will organize complex ideas, concepts, and information so that each new element builds on what came before to create a coherent narrative.

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

English 9AB (Core/College-Prep)

This English 9 course is designed to satisfy CCSS and ELA standards and prepare students for college. This course continues to build students' grammar skills and oral and written communication skills. It also introduces students 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 develop prowess in writing domains (analytical, persuasive, creative and informative) with a focus on planning and drafting. The formats 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 10AB (Core/College-Prep)

This sophomore-level course reinforces and expands the literary analysis and writing skills taught and practiced in the 9th grade. All areas of course content – literature, grammar, vocabulary, and writing assignments – serve to advance comprehension, while strengthening the students' ability to formulate and convey well-founded thoughts. Reading selections draw from major works of British Literature, representing various genres, paired with companion pieces from varying cultures. Throughout the year, students will study the development of

various literary movements and expand their understanding of the human experience. Through close reading, students are guided to discern the writer's purpose. As students explore the written word, they will undertake a range of oral, multi-media, and written assignments that include journals and the narrative, compare-contrast and synthesis essays. Readings may include *Antigone*, *Macbeth*, *Frankenstein*, *The Adventures of Huckleberry Finn*, 1984, *The Prime of Miss Jean Brodie*, as well as more recent works and selected short stories and poems.

English 11AB (Core/College-Prep)

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

English AB 12

English 12 is a comprehensive, chronological literature and writing course that introduces materials from the ancient world into the modern age. Learners create a variety of fiction and nonfiction documents and text that help 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 develop grade level appropriate reading skills, writing skills, and speaking skills. During this course, learners also engage in a number of critical thinking and problem solving skills. An important focus is on using language with precision and clarity, and developing greater control in writing. The course is intended to prepare students 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 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 CCSS for English.

AP English (Core/College-Prep)

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

Creative Writing AB (Core/College-Prep)

This course helps learners find their voices, develop their writing skills and harness their creative imagination. Learners write poems of various types; short stories, works of creative nonfiction; and a one-act play. Learners write journal entries in order to expand their powers of observation. Critiquing, editing, revising, and proofreading are other skills that learners refine via workshopping throughout the year. Learners are made aware of freelancing possibilities, and selected pieces will be submitted to writing contests. The school's writing curriculum will emphasize expository writing. We will use genre units from programs such as America's Choice® curriculum materials, NW Regional Educational Laboratory's *6+1 Trait® Writing* to emphasize skill, craft and mechanics and supplement with Lucy Calkins' *Units of Study in Opinion, Information, and Narrative Writing®* as a workshop model. Reading and writing instruction include metalinguistic and metacognitive skills that are systematically taught through developmentally appropriate lessons. The reading and writing curriculum has a strongly implemented plan for articulation across grade levels that is revisited periodically and revised as needed. Facilitators are provided professional development and support to prepare them to fully implement the Daily 5, Reader's and Writer's workshop, and other instructional strategies which support literacy development.

iLEAD students learn to read and read to learn. They read for a variety of purposes. Students read for pleasure, to learn new information in content subject areas, for research purposes, to be informed about local and world events, to access and use technology and to be an active citizen in our 21st century global society.

Mathematics

iLEAD's mathematics curriculum is based on California Common Core State Standards and Frameworks, and develops 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 students "discover" underlying concepts. Facilitators 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-12th Grade learners.

At iLEAD Agua-Dulce, the Math program will be driven by four guiding principles:

- All students can and should develop a belief that mathematics is sensible, worthwhile, and doable.
- All students are capable of making sense of mathematics in ways that are creative, interactive, and relevant.
- All students can and should engage in rigorous mathematics through rich, challenging tasks.
- Students' academic success in mathematics must not be predictable on the basis of race, ethnicity, gender, socioeconomic status, language, religion, cultural affiliation, or special needs.

Facilitators at iLEAD Agua-Dulce recognize that the Common Core mathematical practice standards are the foundation for mathematical thinking and practice for students as well as guidance that helps them modify their classrooms to approach teaching in a way that develops a more advanced mathematical understanding. Therefore, facilitators in grades TK-12 focus on developing the following math practices in their students:

- 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

The core instructional materials in mathematics are used to cover all of the state content standards, and performance based resources are used to extend students' application of concepts. They are primarily used as a supplemental instructional material to enrich the standards based program.

Students are grouped by grade level in mathematics and address grade level content standards. Strategies for differentiation are built into the math curricula used. Particularly

in middle school, iLEAD offers different mathematics classes to address grade level content standards-based on student need.

Grades TK-5

The TK-5 students may use a textbook series such as *Math in Focus*, commonly known as Singapore Math. This text is used with success by many schools sharing iLEAD's approach to mathematics instruction. Singapore Math is a research based curriculum that is aligned with the Common Core State Standards. Students are taught by moving through a concrete, pictorial, to an abstract approach. It encourages active thinking process, communication of mathematical ideas and problem solving with an emphasis on mental math and the model drawing approach. It helps develop the foundation students need for more advanced mathematics. Facilitators use the Guided Mathematics instructional approach, incorporated in the Daily 3 Math structure. Math Daily 3 is a framework for structuring math time so students develop deep conceptual understanding and mathematical proficiency. Students select from three choices, working independently toward personalized goals, while the teacher meets individual needs through whole group and small group instruction, as well as one on one conferring. The Daily Math structure is not a curriculum but rather a structure to support the development of mathematical skills.

Grades 6-8

In the past few decades, a number of strong secondary mathematics programs have been developed that use iLEAD's approach. iLEAD is currently using the best practices of several of these. These include *EngageNY*, *MidSchool Math*, and *Discovery Tech Book* among others. The Common Core State Standards aligned iLEAD math curriculum helps students develop an in-depth understanding of mathematical concepts, techniques and of the ways to apply them. The curriculum challenges students to explore open ended situations actively, in a way that resembles the inquiry method used by mathematicians and scientists in their work. Students routinely experiment with examples, look for and articulate patterns, make, test and prove conjectures, and make connections among mathematical ideas.

Grades 9-12

In grades 9-12, iLEAD Agua-Dulce will continue to use problem-based instructional materials and incorporate teaching strategies that focus on how learners best learn and retain mathematics. Teaching strategies are based solidly on the methodological research in teaching mathematics. The research based principles that will guide the math curriculum are:

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

In grades 9-12, learners will take grade a skill appropriate course for math as follows:

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

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 which 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.

Geometry AB (Core/College-Prep)

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 real 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.

Algebra 2AB (Core/College-Prep)

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 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 are also 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 formulae, 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.

Pre-Calculus AB (Core/College-Prep)

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

AP Calculus A/B AB (Core/College-Prep)

The goal of this full-year course is to prepare students for the AP Calculus A/B exam. The course covers topics typically found in a first-semester college level Calculus I courses. This course prepares learners to succeed in the Advanced Placement (AP) Calculus AB exam and college-level courses in higher mathematics. Topics include functions represented by the rule of 4, limits and continuity, derivatives of basic algebraic and early transcendental functions,

applications of the derivative, implicit differentiation, curve sketching, related rates, implicit differentiation to find the derivative of an inverse function, integration, applications of integration with emphasis on the integral as an accumulation function, and the geometric interpretation of differential equations via slope fields. All enrollees are required to take the AP exam given in May. Prerequisites - Satisfactory completion of Pre-Calculus and course facilitator recommendation.

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. Students 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. In this course, students learn to work with parabolic function through data analysis, algebraic manipulation, and graphing. Learners are expected to engage in real-world exercises that will challenge them. As with all integrated coursework writing forms a considerable portion of this class. 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 students 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.

History And Social Studies

Social studies and history are incorporated into the core curriculum through an emphasis on expeditions utilizing project based learning. Both subjects are presented to learners in integrated, thematic units of instruction using curriculum such as the design process *Understanding by Design*®. This framework allows facilitators to design curriculum, assessment, and instruction focused on developing and deepening understandings of important ideas. Learners then demonstrate the sophistication of their understanding through explanation, interpretation, application, perspective, empathy and self knowledge in exhibition projects, known at iLEAD as Presentations of Learning.

Facilitators develop interdisciplinary projects, which include social studies and history concepts based on the California History/ Social Science Standards. . Students learn content in depth and have an opportunity to demonstrate understanding through Student Presentations of Learning. These projects are shared with parents and the wider community through exhibitions and are assessed through facilitator created school wide rubrics that measure understanding, presentation and skill proficiency.

In grades 9-12, learners will take courses as follows:

World History AB (Core/College Prep)

Learners 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.

United States History AB (Core/College Prep)

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

AP United States History AB (Core/College Prep)

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

Government (Core/College Prep) One Semester

This required first-semester course, offered in one semester, covers the fundamentals of government and citizenship and focuses on the major ideas, protections, privileges, structures, and economic systems that affect the life of a citizen in the United States political system.

Economics (Core/College Prep) One Semester

This required second-semester course, offered in one semester, focuses on the study of economic problems and the methods by which societies solve them. It examines the characteristics of the market economy of the United States and its function in the world. It helps learners develop opinions based on economic principles and provides opportunities to share those opinions with their peers as they discuss current events.

Science

iLEAD Agua-Dulce's science curriculum is based on the Next Generation Science standards and emphasizes development of thinking skills, using hands on activities and experimentation to deepen conceptual understanding and facility with scientific methods. The scientific thinking process is 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). One example of Science instruction at iLEAD Agua-Dulce is our Student Spaceflight Experiments Project, Mission 10 to the International Space Station. In this project, Grades 5-8 will be fully immersed in scientific experimentation and design, microgravity and proposal writing by collaborating in small groups to develop an experiment that could be conducted on ISS. Learner team proposals will be submitted to a local board of scientists. Three finalists will be chosen and sent to the Smithsonian where a final board of scientists will choose one of our iLEAD experiments to be conducted on ISS. All Agua-Dulce learners will participate in an iLEAD SSEP Mission 10 patch design competition. The top three designs (one from TK-4, one from 5-8, and one from 9-12) also fly to ISS, get stamped and return to iLEAD. Facilitators will help to connect experts to mentor student teams as they work through the experimental design process.

In grades 9-12, learners will take courses as follows:

Biology

This activity and project rich Biology/ Life Science CCSS 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 are introduced to many lab exercises

that 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 are 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 deepen their understanding of physical science by studying problems and challenges in our 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. The curriculum is aligned with the Next Generation Science Standards for High School (Forces and Interactions, Energy, Engineering Design, Waves and Electromagnetic Radiation). The learners acquire concepts, knowledge, and skills through hands-on activities, laboratory practices, and science demonstrations. Most of the labs and classroom activities 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.

AP Biology

AP Biology is an introductory college-level biology course. Learners cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions.

AP Chemistry

AP Chemistry provides learners with a college-level foundation to support future advanced coursework in chemistry. Learners cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

AP Environmental Science

AP Environmental Science is designed to be the equivalent of a one-semester, introductory college course in environmental science. Learners engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires learners to identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and

examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

Health, Physical Education And Arts

iLEAD draws on California's Health Education Content Standards, Physical Education Model Content Standards and Visual and Performing Content Standards. These areas are incorporated into the core curriculum and projects, and students also receive specialized instruction by artists and other professionals in residence. Art as content (visual arts, dance, music, and theatre) rather than simply activity is emphasized. Physical Education as content is also the focus (health, nutrition, sportsmanship, rules of the game and exercise).

In grades 9-12, the learners in high school, are required to complete 2 years of P.E.

P.E. AB (Non-Core/Non-College-Prep)

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

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

Foreign Language Instruction

At all grade levels, beginning in Transitional Kindergarten, iLEAD offers foreign language instruction in Mandarin, Spanish, and/or Korean. Students learn to speak, comprehend, read and write in a foreign language to a basic level. iLEAD also uses *DuoLingo* to supplement foreign language instruction. Students entering iLEAD after grade level peers have already begun language instruction are accommodated through placement based on language level, if appropriate, or using *DuoLingo* or other interventions to help catch them up to speed. The primary aim of learning another language is to encourage students to gain competence in a modern language other than their mother tongue, with the long term goal of balanced bilingualism. In addition, the study of a foreign language encourages in the student a respect for and understanding of other languages and cultures and provides a skills base to facilitate further language learning. Developing a proficiency in a second language gives students an access to a broader range of input, experiences and perspectives

as well as the enjoyment of being able to communicate in a language other than their mother tongue. It is also acknowledged that learning another language greatly contributes to the holistic development of students. Considerable research shows the benefit of second language learning on cognitive development in young children and there is evidence of enhanced achievement in other subject areas.

In grades 9-12, learners will take courses as follows:

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 are introduced to the four essential language skills: speaking, writing, reading and listening. In addition to studying the culture of various Spanish-speaking countries, students learn greetings, verb conjugations, basic vocabulary, pronunciation and grammatical structures. They learn to communicate in Spanish 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 emphasizes listening, speaking, reading, and writing skills in preparation for advanced work. Learners are able to express themselves at a more advanced level in present and past tenses. Additional emphasis is on reading comprehension in the Spanish.

Spanish 3

The goal of Spanish 3 is to further develop linguistic proficiency and cultural sensitivity. Learners refine the basic oral and written skills covered in Spanish 1 and 2, while exploring in a supported environment some works of modern Spanish literature. A key goal of the course is integrating heightened oral fluency with responses to Hispanic culture, including art, film, and music. Learners become fluent in the use of unfamiliar grammatical structures such as the subjunctive, the present perfect subjunctive, and the future and conditional tenses. Students are also able to use structures such as the preterite, pluperfect and imperfect to refer to past actions.

Mandarin 1 AB (Non-Core/College-Prep)

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

Mandarin 2 AB (Non-Core/College-Prep)

Mandarin 2 is a continuation of the language skill development initiated in Mandarin 1 (or placement may be made based on student proficiency from Spanish at a prior school, as measured by an entry assessment). Oral and written communicative proficiency is emphasized in free-responses, situational activities in order that language usage moves

towards real-life, natural production. Short literary reading selections provide cultural enrichment while enhancing basic skill acquisitions. Creative problem solving techniques provide opportunity for higher-level thinking skills. Students engage in cultural activities for proficiency practice and knowledge extension of the Hispanic world.

Mandarin 3 AB (Non-Core/College-Prep)

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

Mandarin 4 AB (Non-Core/College-Prep)

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

Technology

iLEAD Agua-Dulce Charter implements the ISTE Standards for Students to promote future ready learning. Our students must be prepared to thrive in a constantly evolving technological landscape. The ISTE Standards for Students are designed to empower student voice and ensure that learning is a student-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 Agua-Dulce Charter, we will integrate these standards and strive to have our learners become:

- Empowered Learners: Learners leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
- Digital Citizens: Learners recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world. They act in and model ways that are safe, legal and ethical.
- Knowledge Constructors: Learners critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- Innovative Designers: Learners use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

- Computational Thinkers: Learners develop and employ strategies for understanding and solving problems in ways that leverage the power of technology methods to develop and test solutions.
- Creative Communicators: Learners communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- Global Collaborators: Learners use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

iLEAD Agua-Dulce Charter will leverage technological and human resources to create a classroom-based educational environment in which learners choose their method of engagement with course material. Every learner has access to iPads, laptops, video cameras, and other technology devices which are used throughout the day in various settings. Macbook Carts and iPad carts are provided to each grade level with the long-term goal being 1:1 distribution. iLEAD Agua-Dulce Charter employs a Bring-Your-Own-Device policy and teachers learners appropriate protocols for use of personal technology tools.

iLEAD uses technology to serve several purposes:

- To develop students' basic technology proficiency
- To incorporate exciting, real world curricula
- To provide scaffolds for learning
- To enhance students' and facilitators' channels for feedback, reflection and revision
- To connect learners and facilitators with other learners and resources around the globe
- To expand opportunities for facilitator learning and parent involvement

Learners will learn safe, responsible usage of the internet, as well as effective internet research skills. Facilitators also introduce Word, Excel, PowerPoint, Adobe software, iOS platforms, audio and visual engineering and all Google products to develop students' basic technology proficiency for projects and real-world work.

An exciting selection of software and internet resources now exists to engage learners in real world content, to teach new concepts, and to provide opportunities for students to apply conceptual understanding in new contexts. There are many interactive programs, such as simulations where students act as architects to design a playground, teach core content standards and develop critical thinking skills. Facilitators use the internet to access video, photos, text, audio tracks and other real-world material to support content standards being taught. These resources engage learners' interest, provide up-to-date content and accommodate diverse learning styles.

iLEAD also takes advantage of research based software and web based applications that scaffold learning. For example, Spelling City, Newsela, StoryBird, and Starfall may be used to support language learning. ALEKS, Discovery Math Techbook and Khan Academy

may be used to support math lessons. For mathematics and science applications, inquiry based learning modules are increasingly available, which use dynamic models as students learn to detect patterns and understand data. To further personalize learning, some students may also participate in iLEAD Online, iLEAD's own online coursework with an emphasis on PBL.

Technology also expands opportunities for facilitator feedback, student revision and parent involvement. Computer software reduces the time facilitators must spend to provide individual feedback; facilitators can scan the understanding of all students in the room at a glance through their input in handheld devices, and note-posting on a networked or web based system allows multiple viewers to see and respond to facilitator or peer feedback. Basic word processing makes student revision of work much more efficient. Web based programs can greatly increase learner, facilitator and parent interaction around student learning, including communication about progress toward learning goals.

iLEAD uses technology to connect learner learning to communities in multiple ways. In many applications, technology can create communities of learners or facilitators learning about content. Computer-based learning is often a social activity, where facilitator and peers are active participants in a learner's learning. Learners and facilitators utilize blogs, wikis, Twitter, YouTube, and Facebook to research and communicate learning. Research shows that student motivation to learn is increased when students perceive real world relevance, and when they collaborate with peers and practitioners (*How People Learn: Brain, Mind, Experience, and School*, National Research Council 2000).

Optional Enrichment Workshops

School functions as a place of academics as well as a place for the students to enrich their lives in other ways. Enrichment workshops are offered that tap into a variety of learning modalities. Enrichment workshops are offered on a variety of topics including career development, entrepreneurship, theater basics, writer's workshop (creation, editing and publishing of authentic works), Robotics, Chorus, Minecraft, STEM Activities, Sports, Dance, chess, and Math Olympics preparation.

Learner Led Conferences

At the end of the school year, the learner helps to lead a discussion of his/her strengths and areas of growth (facilitators coach learners through this process and practice with them while they are learning how to help lead and ultimately to direct these discussions). The group works together to develop goals and strategies to overcome challenges.

Portfolio based Student Led Conferences help ensure that learners are accountable to their families, their facilitators, and the school community as a whole. In addition, the experience creates a powerful incentive for learners to develop their skills, through the communication of high expectations, public display of meaningful work, and opportunities to showcase talents in modalities that best suit their distinct learning styles. Learners use portfolios throughout their schooling at iLEAD, to showcase their growth over time, as a baseline for setting individual learning plan (ILP) goals, and to promote reflection and

metacognition. The portfolio also includes a student's data notebook which outlines specific assessment scores and goals for the student.

Independent Study Program

iLEAD believes that choice in education is critical. Knowing that many families feel that homeschooling is the best option for their children, iLEAD offers a long term Independent Study program for its families that has been very successful in meeting diverse individual learners' needs. iLEAD adheres to CDE regulations and requirements for Independent Study programs at charter school sites and California Education Code §47612.5 and §§51745-51749.3.

iLEAD's Independent Study program option offers curriculum expertise, oversight and guidance from an assigned credentialed facilitator. The Independent Study program allows for flexible and individualized pacing, as determined by the facilitator. iLEAD will comply with pupils to certificated employee ratio. It is believed that academic success will result through establishing course benchmarks, goals, monitoring and communicating weekly between learner, facilitator and parent.

Students are given an individual learning plan that defines specific measurable outcomes they will pursue. Students will have the option to sign up for onsite workshops and the opportunity to participate in regular school activities such as: field trips, performances, after school activities and community building events. Students are encouraged to attend site based classes or other learning interventions in areas of weakness. The Independent Study program provides a challenging curriculum and ensures that our facilitators and staff equip students with the tools and guidance they need to be successful in our community.

iLEAD Independent Study program is a voluntary, educational alternative in which both parent and student agree to all the required components of the Independent Study Master Agreement. The Independent Study program constitutes 20% or less of the charter school. iLEAD does not charge any fees for learners to enroll or participate in the Independent Study program. The iLEAD Board of Directors monitors and reviews the Independent Study program just as it does the site based program.

Independent Study Attendance And Absences

Students and parents meet with their educational facilitator at least every 20 school days to review completed assignments. For purposes of attendance accounting, iLEAD will comply with all Independent Study requirements of the California Department of Education to assign attendance credit. iLEAD shall use the time value method of attendance accounting prescribed in EC 51747.5(b).

School Calendar And Instructional Minutes

iLEAD's school year complies with the requirements set forth in *Education Code 47612.5* and is at least 175 days long. Time may be added for some fluctuation for pupil free staff development days. iLEAD observes all federal holidays and attempts to closely align winter break, spring break and other pupil free days to the charter authorizing school

district. The daily schedule allows iLEAD to offer, at a minimum, the following number of state required minutes of instruction which are currently:

- To pupils in kindergarten, 36,000 minutes.
- To pupils in grades 1 to 3, inclusive, 50,400 minutes.
- To pupils in grades 4 to 8, inclusive, 54,000 minutes.
- To pupils in grades 9 to 12, inclusive, 67,000 minutes.

iLEAD Agua-Dulce will publish copies of its school calendar and daily schedule on the website once they are complete. The 2018-2019 school calendar can be found in Appendix B.

Plan For Students Who Are Academically Low Achieving

iLEAD is set up to help academically low achieving learners succeed through use of active learning methods that engage students with different needs, small class size, supportive school structure, accessibility to facilitators for extra help, and regularly scheduled times for facilitators to meet and address individual learner needs (see Strategic Learning Plan section below). The curriculum is developmentally appropriate, and learners are given time and resources necessary to achieve the essential academic standards for each grade level. Additionally, facilitators participate in professional development on differentiation to address the students' multiple learning styles and special needs, including those of low achievers, and use a curriculum planning process such as Wiggins and McTighe's Teaching for Understanding approach (which forms the Backwards Design process) to reach all the children in their classes. iLEAD identifies students who are performing below grade level through the results of the MAP and CAASPP Tests as well as school-wide benchmark assessments, and classroom assessments. iLEAD makes facilitators aware that raising the academic achievement of these students is both a moral imperative and a factor in the success of the school.

Instructional staff monitors progress of academically low achieving students throughout the year to ensure that they are on track for meeting growth goals. Services for academically low achieving students begin with an assessment of student abilities and needs. Individualized learning plans are updated as needed to address their specific needs.

iLEAD's core instructional approach in English Language Arts is highly differentiated and helps academically low performing students make the most progress through continuous use of activities and instructional materials at each student's "just right" level of challenge. This highly personalized instruction reduces the role of supplemental interventions by serving each student at his or her level. Facilitators, trained assistants and volunteers may provide additional reading practice outside core classroom instruction to students reading below grade level utilizing programs such as Read Naturally. Read Naturally has helped millions of students become fluent readers and make solid gains in fluency, phonics, vocabulary, spelling, and assessment.

Instruction in math is delivered at the student's instructional level. Though most students make progress using the core mathematics instructional materials and strategies for differentiation, some students may benefit from supplemental programs. Students may also have the opportunity to use computerized learning such as ALEKS. ALEKS is adaptive software that continually adjusts instruction to a child's strengths and weaknesses and provides information to facilitators about what elements of math need to be re-taught or reinforced. ALEKS uses a variety of learning modes, not just multiple-choice questions, to provide effective supplemental instruction and early anecdotal evidence is extremely promising. Another program that is implemented is Touch Math. Touch Math is a research-based Math instruction strategy aligned with the Common Core State Standards (CCSS).

Intervention happens for some students during the core instructional time in small groups. Intervention also occurs during flexible elective time or after school.

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

iLEAD implements a Response to Instruction and Intervention (RtI2) Model. Response to Intervention is emerging nationally as an effective strategy to support every student. California is "squaring" the term RtI to Response to Instruction and Intervention (RtI2) to define a general education approach to high quality instruction, early intervention, and prevention and behavioral strategies.

RtI2 is an integrated approach to service delivery that encompasses general and special education (Batsche, et al., 2006). RtI2 is an individualized, comprehensive, student centered assessment and intervention delivery system to identify and address student academic and social, emotional, and behavioral challenges.

The cornerstone of the iLEAD RtI2 model is the belief that *all* children and youth can learn. The model is a three tiered approach to instruction and intervention that includes core, strategic/targeted, and intensive instruction to support the academic as well as the social, emotional, and behavioral needs of students. The model embraces the creation of a culture and climate that provide high quality research based instruction and interventions that are matched to student need, that employ continuous progress monitoring, and that utilize team decisions to intentionally inform instruction.

Parents/guardians are an essential component of the RtI2 process. The model establishes procedures for informing and involving parents/guardians about interventions and the monitoring of student progress.

Tier 1: Core/Benchmark/Universal (Core+ Differentiation)

Instruction

The general education facilitator uses research based core curriculum materials with differentiated instruction and universal access to address grade level standards in the areas of reading, writing, math, and English language development. The reading approach emphasizes all five essential elements of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The arithmetic approach incorporates the three components of math instruction: conceptual knowledge and number sense; problem solving and mathematical reasoning; basic computational and procedural skills. The school uses universal screening measures to provide a clear picture of student learning and to identify those who are not making academic or behavioral progress.

Universal Screening

Research by Fuchs and Fuchs (2005) defines universal screening as an assessment to be used with all students. Universal screening is a way to assess and diagnose students who appear to have reading problems based on facilitator observation, running records, benchmarks, CAASPP and other student data. The assessment should consider all students, including all student subgroups, unduplicated students, and students with exceptional needs. The assessment data should be used to determine differentiation and universal access activities in Tier 1. Further diagnostic assessments help the facilitator direct interventions to the specific needs of students in Tiers 2 and 3. Progress monitoring (Tiers 1, 2 and 3) helps determine if the academic or behavioral supports are producing desired results. The screening data are organized for review of individual and group performance on essential measures of instruction. The classroom wide behavior support model is based on the school's overall research based model of positive behavior support. All strategies are implemented with fidelity and are preventive and proactive.

The facilitator uses data collection and analysis tools for progress monitoring. Data is collected during key points in the curriculum and may include benchmark assessments, theme/quarter tests, statewide standardized achievement tests, behavior data, etc., on all children in the class. The facilitator uses the data to gauge the effectiveness of the instruction, to plan re-teaching, and to consider instructional methodology and research based strategies.

Underperforming students are monitored closely with more intentional analysis of ongoing systematic progress monitoring for a specified period of time (six to eight weeks is recommended). Some students may be identified as needing additional instruction. This process of monitoring is used as formative feedback to constantly observe, assess and readjust learning of each student based on their individual needs.

Collaboration And Progress Monitoring

The RtI2 framework supports a collaborative process whereby educators meet to discuss student data and the integrity and fidelity of research based instructional strategies. Facilitators bring the names of students who are performing below grade level standards to the Friendly Intervention Team (FIT). The facilitator summarizes the area(s) of academic and/or behavioral concern, strategies attempted, student strengths and assets,

and other information on the Initial Student Referral. The FIT decides either to make additional recommendations for Tier 1 strategies or to develop a plan for Tier 2 interventions.

Through collaboration between the faculty, parents and school leaders, iLEAD Agua-Dulce will work to identify any learners who do not currently have an IEP but may be in need of pre-referral interventions. The Student Success Team will review all referred learners as well as learner data across sub-groups, classrooms and more.

The School shall have the responsibility to identify, refer, and work cooperatively in locating school learners who have or may have exceptional needs that qualify them to receive special education services. The School will implement procedures to ensure timely identification and referral of learners who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

Friendly Intervention Teams

Friendly Intervention Teams (FIT): These teams consist of grade level or department staff who collaborate to assess student achievement. The teams analyze and discuss whole class and individual data to assess student achievement and provide each student with targeted instruction based on his or her individual behavioral and academic needs. Meeting regularly, the team makes instructional decisions based on the data analysis, plans lesson delivery, and coordinates targeted intervention.

Student Success Team

iLEAD Agua-Dulce also will incorporate a “Student Success Team” (SST) model to strategize ways to meet learners needs within the regular instructional setting. Learners who are not demonstrating success in academic classes are referred to the SST process. The team typically consists of the learner’s facilitator(s), a school administrator, the learner’s parent/guardian (if possible), a member of student support, and others. As a part of the parent/school agreement, learners identified as “at risk” in one or more subject areas are encouraged to seek and participate in academic support. Learners in need of additional support are identified using multiple assessments such as Fountas and Pinnell, Words Their Way, Quick Phonics Screener, MAP testing, math assessments, portfolios, benchmarks, and state tests scores. Any targeted learner is put on a progress plan. Parents receive frequent and specific feedback on their learner’s progress. The SST may also include the site administrator, psychologist, and education specialists. Occupational therapists, speech-language pathologists, school nurses, and other staff may participate in the SST as appropriate. If a learner is being considered for referral for a learning disability assessment, the SST must be expanded to include a special education team member.

Tier 2: Strategic/Targeted/Selective (In Addition To Tier 1)

At a Tier 2 level, supplemental instruction is provided to learners who exhibit limited response to the targeted instruction provided through Tier 1 strategies (Batsche et al., 2006). Tier 2 is provided in addition to Tier 1 strategies and can be delivered through an

individualized Problem-Solving Approach (Bergan, 1997) and/or through a Standard Protocol Model/Standard Treatment Protocol (Deno & Mirkin, 1997). Research suggests a merger of the two approaches at Tier 2 is most effective (Batsche et al., 2006).

- A Problem Solving Approach allows the FIT/SST to design individualized interventions to address the specific academic or behavioral needs of each learner.
- A Standard Treatment Protocol Approach uses research based practices to provide operationalized, highly structured and systematic interventions with cut points, and includes participating learners who have similar needs.

The FIT and/or SST, including the facilitator, determine which specific curricular strands or behaviors to address. Baseline and methods for measuring progress are established using data provided by the facilitator. The team recommends interventions to be provided on the Intervention Plan.

Intervention is typically provided by general education facilitators or trained care team members (instructional assistants) in small groups of four to five learners. Academic interventions supplement and enhance the research based core curriculum, usually provided on a daily basis for a period of six to eight weeks. Academic groups are made up of learners who share similar instructional and skill needs. When working with English Learners, the FIT/SST must consider the learner's level of English language proficiency.

For learners exhibiting behavioral concerns, the team may recommend completion of Behavior Analysis Worksheet prior to recommending a Behavior Intervention Plan. A Behavior Intervention Plan may be implemented with data collected on an ongoing basis.

Determining Long Range Goal (LRG)

The long range goal (LRG) defines the achievement level the team expects the learner to reach at the end of the intervention period (usually six to eight weeks). The team establishes the LRG for expected learner progress. The *aimline* is the line that connects the baseline and the LRG. The intervention staff plots the baseline and aimline.

Additionally, the team collects data on a frequent basis to monitor the learner's response to ongoing intervention. After a period of intervention, the team may establish a new LRG based on learner performance for a subsequent intervention cycle.

Determining Effectiveness Of Intervention

The FIT/ SST documents the interventions used and their level of effectiveness on the Intervention Report.

- If the LRG is achieved, then the team decides to continue to offer another round of Tier 2 interventions or reintroduce Tier 1 strategies. (A new Intervention Plan is developed and a new baseline and LRG are plotted.)
- If the LRG is not achieved, then the team may decide to offer another round of Tier 2 interventions or refer to Tier 3.

Tier 3: Intensive/Indicated (Core Plus Differentiation or Intensive Intervention Program/Curriculum)

The FIT/SST establishes a new LRG and plans interventions. Intervention Plan is used to document interventions and their effectiveness.

In Tier 3, the general education facilitator(s), education specialist, speech-language pathologist, occupational therapist, school nurse, or school psychologist may use a specially designed, researched-based, intervention program. The intervention is implemented with fidelity. Tier 3 represents an increase of intensity in terms of frequency, duration, and/or decrease in learner-facilitator ratio.

Continuous Progress Monitoring

Progress is monitored on a continuous (at least weekly) basis and collected for presentation to the FIT and/or SST at scheduled intervals. The team decides if the learner is making adequate progress toward the LRG (as defined above). Research suggests approximately 5% of the student population should achieve proficiency in Tier 3. Determining

Effectiveness of Intervention

The FIT/ SST documents the interventions and effectiveness on the Intervention Report.

- If the LRG is achieved, then the team may decide to either offer another round of Tier 3 interventions or refer back to Tiers 2 or 1.
- If the LRG is not achieved, then the team may decide to offer another round of Tier 3 interventions or initiate a referral for a learning disability assessment. If special education is being considered, the expanded SST team must include appropriate representation from special education.
- If the area of concern is reading, one or more of the five elements of reading—phonemic awareness, phonics, fluency, vocabulary, comprehension—are emphasized in a small group setting, usually consisting of one to three learners with similar skill needs. Math or writing may be addressed with similar intensity.
- If the area of concern is behavior, a behavioral assessment may be conducted in order to develop a more comprehensive intervention plan. Data collection on both the occurrence of the nondesired behavior and the socially appropriate replacement behavior may be beneficial information for development of the intervention plan. School based counseling may be suggested and/or community based therapeutic services.

RtI2, Section 504, And Special Education

The iLEAD RtI2 Model is designed to be an intentional, thoughtful, and effective tiered intervention framework to address academic, social, emotional, and behavioral concerns for all learners. This model may also be used to establish a pattern of strengths and weaknesses and to document interventions for learners who are being assessed for eligibility of Specific Learning Disability (SLD). This model may also be used for documenting pre-referral interventions for learners who may be referred for suspected Other Health Impairment (e.g., Attention Deficit Disorder and Tourette Syndrome); Emotional Disturbance; Autism (e.g., Asperger's or High Functioning Autism);

Speech-Language Impairments (Language or speech disorders); Intellectual Disability (ID); or Physical Disabilities and Section 504 American with Disabilities Act (ADA) eligibility.

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

After a learner is referred for assessment of a learning disability, iLEAD Agua-Dulce will provide the learner's parent or guardian with a proposed assessment plan within 15 days of the referral. The case manager will inform parents that special education and related services are provided at no cost to them. iLEAD Agua-Dulce will obtain informed consent from the parent/guardian before conducting the assessment, and the assessment will be completed within the legal 60-day timeline of receipt of parental consent.

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

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

Unless conflicting with SBE, CDE, or SELPA policies and procedures, iLEAD Agua-Dulce will follow the below assessment guidelines. If a conflict with any of the prior mentioned agencies policies and procedures exists, then SBE, CDE, or SELPA policies and procedures will govern, and iLEAD Agua-Dulce will revise these guidelines accordingly:

- Parents or guardians of any learner referred for assessment must give their written consent for the school to administer the assessment;

- The learner must be evaluated in all areas related to his/her suspected disability;
- A professional with knowledge of the suspected disability will conduct the assessment.
- Multiple assessments will be delivered by qualified professionals to measure the learner's strengths and needs;
- Assessments will be delivered without cultural, racial or gender bias;
- Assessment results will be delivered to the parent/guardian in their primary language, and an interpreter will be provided if needed;
- Assessments will be adapted as necessary for learners with impaired sensory, physical or speaking skills; and a multidisciplinary team will be assembled to assess the learner.

Once the assessment is completed, iLEAD Agua-Dulce will hold a meeting to review the results of the assessment and determine whether the learner qualifies for special education by meeting the criteria for one of 13 disabling conditions. This meeting is the initial IEP meeting described in detail below, and iLEAD Agua-Dulce will give the learner's parent/guardian the opportunity to participate. iLEAD Agua-Dulce will be responsible for scheduling, coordinating and facilitating the IEP meeting.

If a learner enrolls at iLEAD Agua-Dulce with an existing IEP, an IEP meeting will be convened within 30 days to review the existing IEP, discuss the learner's present levels of performance and needs, and offer appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, if needed, iLEAD Agua-Dulce shall work to implement the existing IEP or as otherwise agreed upon by the parent/guardian.

A variety of intervention programs and strategies are employed to foster success for a student in the RtI2 process. Below is a list of interventions, which is by no means exhaustive.

- After school intervention classes
- Mentoring and tutoring program
- Parent Intervention Tutor Crew (PIT Crew) to provide one to one and small group intervention support
- Small group instruction and one to one support from the facilitator
- Instructional software program for use at school and home
- "Parent University" classes to train parents in how to help their struggling learner in both English and Spanish
- In-class instructional strategies such as visual aids, guided reading, textbooks on tape and a variety of other methods
- List of resources for tutoring services and local tutor programs in the community

Plan For Learners Who Are Academically High Achieving

iLEAD is also an ideal environment for high achieving learners. At iLEAD, learners are not constrained by grade level. Learners are encouraged to reach beyond the grade- appropriate Common Core State Standards to pursue their own interests and learn at their own pace. iLEAD's self directed, hands on, project based approach allows exceptional flexibility for high achieving learners to approach learning according to their unique skills, abilities and

talents. Facilitators modify learners' individualized learning plans and differentiate instruction to engage and challenge each learner at his or her level.

The process for identifying learners who are academically high achieving is similar to the process for identifying academically low performing learners, using the results of the state CAASPP assessments, school-wide assessments, classroom assessments and/or classroom observations. Modifications for academically high achieving learners begins with an assessment of learner abilities and needs. Individualized learning plans are updated as needed to address their specific needs. Depending on identified needs, learners receive one or more of the following interventions:

- Classroom instructional activities differentiated to accommodate varied academic needs and learning styles
- Learning activities above grade level, including with older learners on a variety of activities (Utilizing a small, personalized environment, facilitators are able to move learners in and out of groups, allowing high achievers opportunities to mentor and to be mentored by peers of various ages)
- Pairing with low performing learners as peer tutors for a small portion of their day to develop leadership and social skills, deepen their own understanding, and narrow the achievement gap (Research shows that people deepen understanding through the process of teaching others)
- Participation in enrichment activities during and/or after school

Plan For Each Subgroup OF Pupils Pursuant To EC§Section 52052

English Learners

iLEAD Agua-Dulce will meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, facilitator qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. iLEAD Agua-Dulce will have policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

In order to identify students who are English learners in a timely fashion and to provide appropriate instructional support and services, all parents are required to complete a *Home Language Survey* upon enrollment at the school. Cal. Education Code § 52164.1. Students who indicate that their home language is other than English are assessed using the English Language Proficiency Assessment for California (ELPAC). ELPAC assessment takes place within 30 days of the start of the school year or within two weeks after the date of first enrollment at the school, and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

The English language proficiency of all currently enrolled English learners is assessed in accordance with the test contractor's directions and California Education Code guidelines. Learners with disabilities are permitted to take the test with the accommodations listed in

the Education Code if they are specified in the learner's Individualized Education Program ("IEP") or Section 504 plan. An alternate assessment for English language proficiency is administered to learners who are unable to participate in the ELPAC, according to the guidelines set forth in the student's IEP. iLEAD Agua-Dulce staff notifies parents of the school's responsibility to conduct ELPAC testing and informs parents of ELPAC assessment results within 30 calendar days following receipt of test results from the test contractor. Parents and guardians are informed of their rights, and they are encouraged to participate in the reclassification process.

In addition to the major program design features at iLEAD that support students who are English learners (hands on learning, multi-age grouping, differentiated instruction, etc.), facilitators at iLEAD employ SDAIE strategies in their classrooms: (notably, these strategies are beneficial for all students, not just English Learners). Specially Designed Academic Instruction in English (SDAIE) includes a variety of specific learning and teaching strategies to shelter instruction towards language acquisition and helps take learners *Into*, *Through* and *Beyond* the topics covered.

Our programs to support English Learners are based on the new California ELD Standards. iLEAD Agua-Dulce will continue to administer the ELPAC as the state's measure of ELP and for federal accountability under Title III of the ESEA. Learners are expected to advance at least 1 ELD level, or the equivalent ELPAC Proficiency Level Descriptor, annually.

At the end of each school year, the Director or designee uses evidence that consists of ELPAC scores, reports of progress, standardized test scores and the learner's facilitator and parent feedback, to determine if the learner is ready to be reclassified. The director or designee also collaborates with facilitators to present evidence (e.g. scored writing samples, rubrics from oral presentations) to determine if a learner has progressed to the next ELD Proficiency Level. To evaluate different data sources effectively, iLEAD has established a reclassification process, to determine if an English learner is ready for reclassification. If the learner meets or exceeds the standards outlined in our reclassification process, iLEAD sends a reclassification letter to these learners' parents. Reclassified students continue to be monitored over a two-year period to ensure their continued ability to achieve mastery of the state standards for ELA/Literacy.

Socioeconomically Disadvantaged Learners

Our facilitators and staff all receive training on recognizing symptoms and behaviors indicative of a child's need for additional supports, including issues relating to hunger, extreme poverty, and individual families' challenges to meet their child's needs. Our Student Success Team (SST) will be responsible for identifying learners and families who might need additional resources or supports, including referrals to community service organizations such as The Los Angeles County Department of Social Services Office. Our emphasis on a school community and the responsibility we have to one another within that community will extend to the parents and families of our learners as well.

Plan For Students With Disabilities

Facilitators at iLEAD Agua-Dulce will implement a wide range of accommodations for learners with disabilities. All facilitators will receive ongoing professional development regarding special education policies, strategies for working with disabled learners, and classroom practices that support learners with diverse learning styles and abilities. Among the topics that will be discussed during professional development sessions will be:

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

All instructional staff, as well as other appropriate staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by iLEAD Agua-Dulce or iLEAD Agua-Dulce's Special Education Local Plan Area ("SELPA"), El Dorado Charter SELPA.

iLEAD Agua-Dulce will comply with all applicable state and federal laws in serving learners with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights ("OCR"). Furthermore, iLEAD Agua-Dulce will comply with all California laws pertaining to special education students. To the maximum extent appropriate, all learners with disabilities will be fully integrated into the programs of iLEAD Agua-Dulce, with the necessary materials, services, and equipment to support their learning. The school will ensure that any learner with a disability attending iLEAD Agua-Dulce is properly identified, assessed and provided with necessary services and supports. The School shall be solely responsible for its compliance with Section 504 and the IDEA.

The facilities to be utilized by the school shall be accessible for all learners with disabilities.

All learners with disabilities will be integrated into the programs of iLEAD Agua-Dulce to the maximum extent practicable and placed in the least restrictive environment appropriate for their needs, with the necessary materials, services, and equipment to support their learning. iLEAD Agua-Dulce will meet all the requirements within a learner's Individualized Education Plan. The school will include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEPs.

Modified Inclusion Model

It is the intent of iLEAD to provide the continuum of options specified in *Education Code Section 56361* through participation in special education programs and services in the same manner of other public schools within the SELPA. It is iLEAD's intention to provide special education services within a modified inclusion model, for students with exceptional needs for whom iLEAD's distinctive educational program is determined as the least

restrictive environment. Appropriate designated instructional services and related services are provided, consistent with the student's Individualized Education Plan (IEP).

iLEAD believes that students with special needs benefit educationally, socially and emotionally from the opportunity to receive services in this modified inclusion model. The school's Education Specialists will work in a collaborative model with all facilitators and paraprofessionals to ensure that appropriate accommodations are in place and that the learning environment and curriculum are modified consistent with each student's IEP. iLEAD staff will monitor student progress toward the goals specified in the IEP and the IEP team will formally review goals and progress towards goals on an annual and triennial basis.

Child Find

The school will plan to participate in a comprehensive "child find" system to identify students who have or may have exceptional needs. The school will seek to participate in the "child find" systems of the El Dorado special education local plan area (SELPA) in which its students reside. These systems will include various policies and practices, including, but not limited to the following:

- Post matriculation intake practices that identify students with exceptional needs to help ensure that the school is aware of all students 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 serve students who may have exceptional needs
- Review of student assessment data, including but not limited to state mandated testing, to identify students who may be falling behind expectations in their academic progress and are in need of additional support or services

Development, Implementation, And Review Of IEP

iLEAD Agua-Dulce, in collaboration with the El Dorado Charter SELPA pursuant to its policies, will ensure that all aspects of the IEP and school site implementation are maintained. Every learner who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services. iLEAD Agua-Dulce will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education facilitator. Learners at the school who have IEP's will be served in the Least Restrictive Environment ("LRE"). However, should a learner's IEP team determine that the learner requires an alternative placement; the school will work with the learners' home District to ensure an appropriate placement and services.

Each learner with an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the learner. All decisions concerning the learner's special education program are made by the IEP team. The IEP team at iLEAD Agua-Dulce will consist of the following individuals:

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

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

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

- A statement of the learner's present levels of academic achievement and functional performance
- The rationale for placement decisions
- The services the learner will receive and the means for delivering those services;
- A description of when services will begin, how often the learner will receive them, who will provide them, and where they will be delivered
- Measurable annual goals focusing on the learner's current level of performance
- A description of how the learner's progress will be measured and monitored
- An explanation of the extent, if any, to which the learner will not participate in general education
- Any accommodations necessary to measure the academic achievement and functional performance of the learner on state and district assessments
- Transition goals for work-related skills.

IEP meetings will be held according to the following schedule:

- Yearly to review the learner's progress and make any necessary changes
- Every three years to review the results of a mandatory comprehensive reevaluation of the learner's progress

- After the learner has received a formal assessment or reassessment
- When a parent or facilitator feels that the learner has demonstrated significant educational growth or a lack of anticipated progress
- When an Individual Transition Plan is (“ITP”) required at the appropriate age
- When a special education learner has been suspended, especially if they demonstrate a pattern of misbehavior, to determine if changes to the IEP are required to address the misbehavior
- Prior to the expulsion of a learner with an IEP, to determine if the learner’s misconduct was a manifestation of his/her disability
- If the parent/guardian, an iLEAD Agua-Dulce staff member, the SELPA, hired service providers, or the learner has communicated a concern about the learner’s progress.

The IEP team will formally review each learner’s IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the learner is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the learner’s progress.

If a parent or faculty member feels the learner’s educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, the IEP Team will have thirty days, not including school vacations greater than five days, to hold the IEP meeting. The school will encourage open communication between the parents and the SELPA for any items related to the special education services. Learners at iLEAD Agua-Dulce who have IEP’s will continue to attend the school, unless the IEP recommends otherwise.

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

Special Education Strategies For Instruction And Services

As detailed throughout this petition, iLEAD Agua-Dulce employs a highly individualized model of instruction for all learners, which benefits all learners with learning challenges. iLEAD Agua-Dulce utilizes a Response to Intervention (“RtI”) model and will also comply with the federal mandate of the least restrictive environment (“LRE”). iLEAD Agua-Dulce will mainstream all of its learners as much as is appropriate according to each individual IEP. Each learner’s IEP will require different kinds of modifications for instruction and services, therefore, the educational strategies of the IEP will be built around the learner’s needs and how these fit within the general educational program of the school.

iLEAD Agua-Dulce will provide several programs for learners with special needs, whereby the academic program is structured in one or several of the following ways:

Education Specialist may provide support services in the classroom or in a small group, an on-site Education Specialist coordinates programs and services for students who are fully included in regular education classroom, or a Modified Inclusion model, where classes have learners with identified special needs, a regular education facilitator, and a special education paraprofessional. An on-site education specialist collaborates with regular education facilitators and oversees implementation of each child's IEP.

iLEAD Agua-Dulce may also contract with outside special education service providers depending on operational needs or specific requirements of the learners' IEPs. Some of the potential contracted services may include, but are not limited to nurses, speech language pathologists, school psychologists, Adaptive Physical Education Facilitator (APE), autism behavioral or occupational therapists, and counselors. iLEAD Agua-Dulce will reassess its special education staffing, service providers, methods, and strategies on a continuous basis to assure that all services provided are effective and of the highest quality.

iLEAD Agua-Dulce will retain the option, based on operational evaluation and program needs, to employ a high quality Special Education service provider who can coordinate and facilitate some or all of the special education related services and instruction for our learners. These types of special education service providers could provide iLEAD Agua-Dulce with the following staff:

- Credentialed special education facilitators/Resource specialists/Education specialists
- School psychologists
- Occupational therapists
- Physical therapists
- Speech language pathologists
- School nurses
- Interpreters for students who are deaf or hard of hearing

Reporting

iLEAD Agua-Dulce, in collaboration with the SELPA and the iLEAD Agua-Dulce service providers, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school age learners with disabilities being provided special education services by age, grade, category of disability and the number of learners with disabilities who are English Learners;
- The number of learners provided with test modifications and the types and the number of learners exempted from assessments;
- The settings in which learners with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;

- The number of learners with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from iLEAD Agua-Dulce of learners with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.)

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

1) Records will be maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Student Support Site Coordinator will oversee access to these records and will be responsible for ensuring that all providers responsible for the implementation of a learner's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Due Process And Procedural Safeguards

Parents or guardians of learners with IEPs at iLEAD Agua-Dulce will need to give written consent for the evaluation and placement of their child, which will be included in the decision-making process when change in placement is under consideration, and will be invited, along with facilitators, to all conferences and meetings to develop their child's IEP. If a student with an IEP is faced with a suspension for more than ten days or an expulsion, the IEP team will meet to determine whether the student's misconduct was a manifestation of his or her disability. Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school will provide the parent with all notices of procedural safeguards as well as with information on the procedure to initiate both formal and informal dispute resolutions. In the event that a parent/guardian files a request for a due process hearing or request for mediation, the SELPA and iLEAD Agua-Dulce shall work together to defend the case. Parents or guardians also have the right to file a complaint with the District and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Section 504 Of The Rehabilitation Act

iLEAD Agua-Dulce will recognize its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of iLEAD Agua-Dulce. Any learner, who has an objectively identified disability that substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

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

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

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

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

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

All 504 team participants, parents, guardians, facilitators and any other participants in the learner's education, including substitutes and tutors, must have a copy of each learner's 504 Plan. The Special Education Coordinator will ensure that facilitators include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with any long-

term substitutes. A copy of the 504 Plan shall be maintained in the learner's file. Each learner's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

ELEMENT A(II) : ANNUAL GOALS

Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, 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. - California Education Code Section 47605.6(b)(5)(A)(ii)

Student academic and personal progress will be the highest priority at iLEAD Agua-Dulce. iLEAD Agua-Dulce's goals will reflect 1) service of students in grades TK-8 (2) priorities that align with the school's mission, and/ (3) all laws explicitly applying to charter schools. iLEAD Agua-Dulce will recognize the importance of ensuring all students, including all student subgroups, unduplicated students, and students with exceptional needs, are learning and demonstrating growth and progress throughout their schooling at iLEAD Agua-Dulce.

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

On an annual basis, iLEAD Agua-Dulce will engage stakeholders in preparing a Local Control and Accountability Plan Update that sets goals for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions for all pupils and for each subgroup of pupils that the school will take to achieve each of the identified annual goals and fiscal allocations to support these actions. The following contains a more detailed summary of the school's annual goals for all pupils, actions, and methods of assessment, pursuant to California Education Code § 52052. Refer to the following pages to review LCAP Goals:

Goal #1:

iLEAD Agua-Dulce students, including all student subgroups, unduplicated students, and students with exceptional needs will demonstrate growth in the core academic areas of English Language Arts and Mathematics.

Annual Expected Outcome:

All learners will demonstrate a 5 % increase in Reading and Math RIT Scores from Fall baseline MAP to Spring MAP assessments.

The percentage of learners with a score of “Met or Exceeded Standards” on the ELA and Math Smarter Balanced Assessments will increase 7% each year.

Action to Achieve Goal	1.1 All staff will engage in professional development to build understanding of common core learning outcomes and best practices.
State Priorities Addressed	2, 7
Measurable Outcome	Inclusion of common core learning outcomes in PBL
Method of Measurement	Staff sign-in sheets; lesson plan documentation; classroom observation
Action to Achieve Goal	1.2 Annual review of prior year scores and ongoing review of MAPS and/or SBAC assessment data to inform curriculum decisions for grade levels, classes, small groups and individual learners.
State Priorities Addressed	1, 2, 4, 8
Measurable Outcome	Increase of 5% on MAP scores from Fall to Winter and Winter to Spring; increase support for learners not making adequate progress Increase of 7% in SBAC scores of Met or Exceeded Growth in ELA and Math
Method of Measurement	MAP Assessments SBAC Assessments
Action to Achieve Goal	1.3 Curriculum plan developed by staff to address identified needs of learners and aligned to Common Core State Standards.
State Priorities Addressed	1, 2, 4, 7
Measurable Outcome	Mastery of standards by individual and student groups with common identified needs for specific skill acquisition.

Method of Measurement	MAP Assessments; ongoing facilitator assessments
Action to Achieve Goal	1.4 All learners will be guided and supervised by qualified core facilitators, staff and school directors to ensure progress is made.
State Priorities Addressed	1, 7
Measurable Outcome	100% of core facilitators are highly qualified or participating in internships or BTSA.
Method of Measurement	List of facilitators, assignments and credential status
Action to Achieve Goal	1.5 All earners and staff will have clean, safe, innovative spaces in which to conduct learning activities.
State Priorities Addressed	1, 6
Measurable Outcome	Low number of accidents; well maintained campus
Method of Measurement	Inspection by school director and head of facilities; survey results from learners, facilitators and parents; maintenance logs
Action to Achieve Goal	1.6 Engage with parents in support of their student's learning through parent conferences, school-wide curriculum meetings, participation in school-wide activities (Ed Talks, community garden, multicultural feast, presentations of learning, etc.) Survey parents to obtain input on the implementation of the school's educational program, school culture, and the state priorities as they apply to our school.
State Priorities Addressed	3, 5, 6
Measurable Outcome	70% of parents participate in at least 1 school activity annually; 70% of parent surveys show satisfactory or better ratings in key areas
Method of Measurement	School volunteer logs; Sign-in sheets for school events; parent survey results

Action to Achieve Goal	1.7 Each grade level team and school director will meet monthly to disaggregate subgroup (pursuant to EC 52052) data and analyze formative, interim, and summative assessment data to set goals and determine research based appropriate instructional strategies to help all students develop proficiency in the designated CCSS standards in English Language Arts and Math.
State Priorities Addressed	1, 2, 4, 8
Measurable Outcome	SBAC Assessments MAP Assessments Assessment data from other formative assessments including writing samples (Narrative, Informative, and Opinion) Fountas and Pinnell Reading Benchmark Assessment, Spelling Inventory, PBL Rubrics, etc.
Method of Measurement	iLEAD Data Accountability Protocol Form, assessment data, goals listed on chart paper
Action to Achieve Goal	1.8 100% of all subgroups pursuant to EC § 52052 <ul style="list-style-type: none"> • Ethnic subgroups • Socioeconomically disadvantaged pupils • English learners • Pupils with disabilities, • Foster youth will gain academic content knowledge through the implementation of the CA CCSS
State Priorities Addressed	2, 3, 4, 7, 8
Measurable Outcome	Annually, 100% of all subgroups pursuant to EC § 52052 will gain academic content knowledge through the implementation of the CA CCSS
Method of Measurement	Student performance on: SBAC Assessments, MAP Assessments, Statewide Assessments; CELDT Assessments, ILP Goals, Facilitator Assessments Report of Progress

Goal #: 2

All learners, including student subgroups, unduplicated students, and students with exceptional needs will demonstrate mastery of common core state standards through the completion of PBL tasks.

Annual Expected Outcome:

80% of learners will complete PBL tasks with a satisfactory assessment based on the project rubric.

Action to Achieve Goal	2.1 Facilitators will participate in initial and ongoing professional development in the essential elements of Project-Based Learning and common core state standards.
State Priorities Addressed	1, 2, 7, 8
Measurable Outcome	Projects will address common core state standards and include essential elements of effective PBL instruction
Method of Measurement	Facilitator planning sessions (minutes, sign-in sheets, project outlines); presentations of learning; rubrics for projects that identify state standards addressed.
Action to Achieve Goal	2.2 Facilitators will continue to refine and implement a consistent format for presenting projects and assessing student performance on common core state standards.
State Priorities Addressed	1, 2, 4, 7, 8
Measurable Outcome	Students will demonstrate mastery of specific skills/standards through presentations of learning and rubric ratings.
Method of Measurement	Rubric that identifies key content standards/skills; other assessment data developed in relation to the PBL experience.
Action to Achieve Goal	2.3 Facilitators review results of rubric assessment following PBL activity and use that data to inform instruction.
State Priorities Addressed	1, 2, 4, 7, 8
Measurable Outcome	Additional support provided to students who have not demonstrated mastery of standard/skill

Method of Measurement	All Student groups based on common need, plans for additional instruction and differentiated material provided to identified students, reassessment data; re-teaching for whole class, small groups or individuals based on assessment data.
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Action to Achieve Goal	2.4 Grade level facilitator teams will design PBL projects that allow learners to demonstrate mastery of common core standards, timelines for projects and criteria for performance levels.
State Priorities Addressed	1, 2, 4, 7, 8
Measurable Outcome	Rubrics include targeted common core standards as well as characteristics of performance levels.
Method of Measurement	Published timeline for project including benchmarks; rubric identifies targeted common core standards related to the project as well as characteristics of performance levels.

Goal #: 3

All Learners, including all student subgroups, unduplicated students, and students with exceptional needs, will have timely access to technology for completing PBL tasks and SBAC assessments.

Annual Expected Outcome:
Ratio of learners to computers is 2:1.

Action to Achieve Goal	3.1 Professional development provided to facilitators in effective ways of using chrome carts, classroom computers and learning lab.
State Priorities Addressed	1, 2, 4, 7, 8
Measurable Outcome	Students use of technology for PBL will increase and be consistent across grade level
Method of Measurement	Classroom observation, user logs
Action to Achieve Goal	3.2 Purchase additional computers for classroom use and testing.
State Priorities Addressed	2, 4, 7, 8
Measurable Outcome	Increase in access to and effective use of technology for all students

Method of Measurement	Classroom observation; user logs; invoices; inventory list; student, facilitator and parent surveys
Action to Achieve Goal	3.3 Additional training for Exploratorium facilitator.
State Priorities Addressed	1, 2, 7
Measurable Outcome	Increase in variety of Exploratorium experiences available throughout grade levels
Method of Measurement	Classroom observation; planning documents; student project completion documentation; student surveys
Action to Achieve Goal	3.4 Provide professional development for facilitators on the effective use of the Smart Lab system.
State Priorities Addressed	1, 2, 4, 7, 8
Measurable Outcome	Facilitators will use the Exploratorium (smart lab system) more consistently and with greater effect.
Method of Measurement	Classroom observation; facilitator documentation; learner participation rates; learner progress documentation, learner portfolios
Goal #: 4 All Learners, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate mastery of individual academic and social/emotional goals. Annual Expected Outcome: 95% of target learners will meet or exceed individual goals on ILP and/or IEP	
Action to Achieve Goal	4.1 Professional development for facilitators in the development of ILPs based on learner academic, social/emotional needs and interests.
State Priorities Addressed	2, 3, 4, 6
Measurable Outcome	Individual Learning Plans are developed for all learners and revisited at least three times throughout the year to track progress
Method of Measurement	Review of ILPs; student learning logs
Action to Achieve Goal	4.2 Friendly Intervention Team (FIT) meets with all facilitators to review progress and align support to address learner needs.
State Priorities Addressed	1, 2, 4, 6, 7

Measurable Outcome	Learners demonstrate progress towards mastery of academic and social/emotional goals.
Method of Measurement	Review of ILPs; FIT agendas and minutes; analysis of student progress
Action to Achieve Goal	4.3 Facilitators will meet with parents and learners 2 times per year to develop and/or monitor progress towards mastery of ILP goals and share the results of SBAC (if applicable), MAP, PBL rubrics and other data related to the individual goals; facilitators will communicate regularly with parents and learners regarding progress toward mastery.
State Priorities Addressed	1, 2, 3, 4, 6, 7, 8
Measurable Outcome	Demonstrated progress toward mastery of ILP goals (data will vary by individual goals)
Method of Measurement	MAP, facilitator/learner designed assessment, learner/parent survey, learner interviews, presentations of learning

Goal #: 5

All Learners' behavior, including all student subgroups, unduplicated students, and students with exceptional needs, will reflect iLEAD cultural values and behavior expectations through the application of The Leader in Me (7 Habits) and Love and Logic.

Annual Expected Outcome:

85% of responses on annual survey will reflect satisfaction with campus cleanliness and safety. Staff survey results will reflect decline of conversations/interactions regarding inappropriate behavior with learners by 10% over previous year.

Action to Achieve Goal	5.1 Professional development in the areas of The Leader in Me (7 Habits) and Love and Logic for facilitators and support staff.
State Priorities Addressed	5, 6
Measurable Outcome	Decrease in referrals of all students to school director for intervention.
Method of Measurement	Referral logs; learner, parent and facilitator surveys
Action to Achieve Goal	5.2 Learner leadership group formed to address areas of concern to the student body.
State Priorities Addressed	5, 6

Measurable Outcome	Increased satisfaction with key elements of school experience for all students
Method of Measurement	Learner surveys; learner interviews
Action to Achieve Goal	5.3 Weekly TED Talks related to iLEAD learning goals and/or culture offered for all learning community adults; Monthly ED talks on topics related to mission/vision offered to parents.
State Priorities Addressed	2, 3, 6
Measurable Outcome	Increase in job satisfaction for facilitators; increase in parent understanding of underlying concept and philosophy of iLEAD schools
Method of Measurement	Facilitator and parent surveys; attendance logs; interviews

ELEMENT B: 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 47605(b)(5)(B).

iLEAD Agua-Dulce will be committed to ensuring that all students demonstrate growth in: mastery of common core standards through Project Based Learning, and social emotional development through 21st century skills based on the 7 Habits. These learning outcomes are aligned with the California Common Core State Standards (CA CCSS) and directly reflect the school's unique educational program. These outcomes represent the skills, knowledge, and qualities that form the building blocks for competent, self motivated, "lifelong learning." Learning outcomes also align with California State priorities involving: A. Conditions of Learning, B. Pupil Outcomes, and C. Engagement.

To ensure that the school's primary goal of increased academic growth and achievement for all students is met, student achievement data obtained from standardized assessments will be disaggregated annually to clearly identify the academic performance of students by subgroups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities).

NWMEA Map Testing (Alternative Measure)

iLEAD Agua-Dulce will assess learners with the NWEA Measures of Academic Progress (MAP) test triennially to determine their instructional level and measure academic growth

throughout the school year and from year to year in the areas of reading and math. MAP tests are aligned with Common Core Learning Standards to determine the learners' instructional level and measure academic growth in reading and mathematics. MAP is computer adaptive, which means that as a learner answers correctly, the questions become more difficult. If a learner answers incorrectly, the questions become easier. By presenting questions based on the individual learner's answers during the test, the MAP test identifies the child's appropriate learning level.

One of the many results that MAP testing yields is a RIT score. RIT stands for Rasch unIT, which is a unit of measure that uses individual item difficulty values to estimate learner achievement. RIT scores create an equal interval scale. Equal interval means that the difference between scores is the same regardless of whether a learner is at the top, bottom, or middle of the RIT scale; it has the same meaning regardless of grade level.

Each student's growth projection (sometimes referred to as the student's "growth target") is based on the student's grade, starting RIT score, and the subject in which that student is tested, and represents the median level of growth observed for similar students in NWEA's norming sample.

The MAP/NWEA Student Growth Summary Report by Ethnicity includes detailed information about the student subgroup growth and achievement status as well as the percentage of students that met their projected growth goal.

Focus on Data: MAP Fusion Professional Development Workshop Learning

- Understand how to synthesize assessment data and content to develop individual learning plans based on student needs
- Use the Learning Continuum statements to support the content of individualized goals that support the IEP process
- Learn how to use data to motivate students
- Discover how to use assessment data to create a culture of success

The objective of this workshop is for facilitators to develop an understanding of how MAP (Measures of Academic Progress, a highly regarded formative assessment offered through NWEA) can be used as part of balanced assessment system to personalize learning paths for each student to improve learning outcomes. Facilitators are taught how to access, interpret, and apply the data in the MAP Reports to deepen their understanding of the key applications for the data with their learners. Time is allowed for participants to plan next steps for their own classroom practice with regard to:

- Utilizing high quality learning targets
- Implementing practices to elicit evidence of learning with a focus on diagnostic questions
- Launching protocols for effective feedback in the classroom
- Implement goal setting with each learner and as a class

- Learn to use MAP data to create scaffolded lesson plans and inform flexible instructional grouping
- Develop differentiated lesson plans that support accelerated learning for every student
- Explore the vast array of resources to guide instruction including Curriculum Ladders, RIT to Resource, and the Learning Continuum

ELEMENT C: METHODS OF ASSESSMENTS

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. (Education Code 47605(b)(5)(C))

iLEAD Agua-Dulce will provide the professional learning opportunity below to ensure that facilitators have the tools, resources, and training to improve student learning outcomes using our formative, interim, and summative assessments. As a data driven learning institution, we have also developed a protocol for monthly data meetings to ensure that student learning data is used to drive decisions at the classroom and school level.

Monthly Data Protocol Meetings

Objectives:

- Identify school-wide and grade level/department trends
- Set goals by grade level or department
- Support facilitators in disaggregating data and using data to improve instruction
- Facilitate data conversations that analyze student learning, disaggregate for subgroups, and identify next steps.

The school director and grade level teams meet monthly to analyze assessment data, including MAP, Fountas and Pinnell Reading Benchmark Assessments, Words Their Way Spelling Inventories, writing samples (Narrative, Opinion, and Informative), Project based Learning Rubrics, etc. in order to continually refine and refocus instruction based on evidence of student learning.

A protocol has been developed that includes constructive, practical techniques for regularly disaggregating, discussing, analyzing, and applying the data to inform decision making. A coach from the iLEAD Maker Team will also attend the Data Protocol meeting to support the development of professional practice in the use of effective data informed analysis, planning, implementation, evaluation, and adjustment within a cycle of continuous improvement.

- Literacy Assessments (K-5) required 3 times a year - reported to the assessment coordinator
 - Fountas and Pinnell Reading Benchmark Assessment

- o Words Their Way Spelling Inventory
- o Sight Word Recognition
- o Writing Samples (Narrative, Opinion, Informative scored with the Writing Pathways Rubrics)

The administration and staff of iLEAD Agua-Dulce will make a consistent and concerted effort to meet the standards that will be coming out from the CDE in future years. In order to best serve our students and community, iLEAD Agua-Dulce will remain responsive to changes in standards, by reviewing and updating these outcomes and assessment methods as needed. The CA CCSS and assessments for students with exceptional needs or limited English proficiency are adapted appropriately according to their Individualized Education Plans (IEP) and/or English language proficiency levels.

Use And reporting Of Data And Methods Of Assessment

iLEAD uses multiple assessment measures to get an accurate picture of student learning, as student learning styles and instructional methods vary greatly and no single measure tells the whole story. iLEAD's methods of assessment will align with student outcomes and instructional methods. The data will not be a stand-alone summation of achievement but part of a feedback loop that is integral to teaching and learning. We use assessment methods to do the following:

- Plan learning and instruction
- Evaluate teaching strategies for continuous improvement
- Identify student's strengths, weaknesses and learning styles
- Define necessary school initiatives
- Provide students, facilitators and parents with information useful in promoting learning and development

Mandated State Assessments

As is required by the state charter law, iLEAD Agua-Dulce will address all statewide standards, including the new Common Core State Standards, and conduct the state student assessments required pursuant to Section 60602.5, including the new CAASPP, and other mandated state assessments. Additional support structures (i.e., tutoring) are in place to ensure that students are meeting or making progress toward the standards measured by the state assessments. Proficiency for English Learners will be measured in accordance with the CELDT, CAASPP test data, facilitator observations, and other school based measures. iLEAD will comply with all regulations, reporting and processes associated with the state's new Local Control Accountability Plans under the Local Control Funding Formula.

Growth Measures: Pre- And Post-Tests

To effectively assess learners' academic growth over time, iLEAD Agua-Dulce will utilize value added growth measures, including school year pre-, mid, and post formative assessments. At the beginning of each academic year, iLEAD administers a formative pre-assessment to measure each learner's strengths and weaknesses in reading and mathematics. iLEAD may continue to use Northwest Evaluation Association (NWEA) Measures of Academic Program (MAP), which are norm referenced assessments.

Throughout the school year, iLEAD monitors learner progress using a variety of methods (described below). iLEAD administers another formative midyear assessment, and then another at the end of the year. In this manner, we are able to assess learners' initial skills upon their enrollment at the school and at the beginning of each academic year, during key "check-in" points throughout the year, and at the end of each year to ensure that learners are making progress towards iLEAD's pupil outcomes.

Classroom Assessments

iLEAD Agua-Dulce will use of a range of assessment strategies that may include, but are not limited to the following:

1. **Authentic assessments:** iLEAD uses authentic assessments to assess skills best observed in holistic application (as opposed to discrete skills and factual knowledge that more traditional assessments are designed to assess). As described in the school's mission and vision, iLEAD seeks to develop real world skills and self directedness that prepare learners for successful careers and fulfilling lives. Authentic assessments align best with many of the learning outcomes and instructional modes associated with these goals. Possible assessments include a learner designed science experiment, a benchmark writing assignment, participation in a historical debate, complex mathematical problem solving from a real world context, or creation of a flyer to inform community members about an important social issue or program. These 'performances' also provide opportunities to shine, especially for learners who perform better in these circumstances than in 'test' situations. Expectations are communicated clearly to learners at the start of each assignment using facilitator developed rubrics and, where possible, sample products receiving high, medium and low scores. Learners learn to use rubrics to self assess, to describe their growth over time and to set learning goals.

Publisher developed assessments: When textbooks are used, iLEAD may choose to use diagnostics and other assessments that are part of the package. Publisher-developed assessments may also be used apart from textbooks where they provide helpful data and align well with iLEAD's learner outcomes and instructional methods.
2. **Facilitator developed quizzes, tests and other assessments:** Facilitators often develop curriculum from sources that don't include pre-packaged assessments. To align with taught curriculum, facilitators often create quizzes, tests and other assessments to monitor learner progress.
3. **Facilitator observation and narratives:** Facilitators look for evidence that relates to planned learning outcomes, that is, specific behaviors that indicate that learners have developed understanding of a particular concept, has acquired or refined a particular skill. Narratives are write-ups of the evidence found.
4. **Checklists of progress:** These are simple checklist style records of the learner's level of mastery of skills. They are helpful as a formative record to inform planning and teaching; and as a summative record to provide information for learners, parents, and other facilitators.

5. Portfolios: These are purposeful collections of learner work that exhibit the learner's efforts, progress and achievements in one or more areas. The collection includes learner participation in selecting contents, the criteria for selection, the criteria for judging merit and evidence of learner self reflection. A portfolio is a storehouse that captures growth, learner and facilitator input; a measure of growth that shows process as well as product and learner self assessment; a record to pass on to the next class, school and that complements facilitator's judgments.

Measurable Outcomes	Assessment Tools
Students will achieve proficiency in English/Language Arts	<ul style="list-style-type: none">● NWEA MAP Tests● CAASPP testing● Quarterly diagnostics● Classroom assessments (authentic Assessments, publisher tests, facilitator created tests, facilitator observation and narratives, checklists of progress, portfolios)
Students will achieve proficiency in Mathematics	<ul style="list-style-type: none">● NWEA MAP Tests● CAASPP testing● Quarterly diagnostics● Classroom assessments (authentic assessments, publisher tests, facilitator created tests, facilitator observation and narratives, checklists of progress, portfolios)
Students will achieve proficiency in Science	<ul style="list-style-type: none">● CST testing● Pre- and post diagnostics● Classroom assessments (authentic assessments, publisher tests, facilitator created tests, facilitator observation and narratives, checklists of progress, portfolios)

Students achieve proficiency in
History/Social Science

- Pre- and post diagnostics
- Classroom assessments (authentic assessments, publisher tests, facilitator created tests, facilitator observation and narratives, checklists of progress, portfolios)

ELL student will make progress toward
fluency in English

California English Language
Development Test (CELDT)

- CAASPP testing
- Facilitator observation
- Optional parent input

Special education students will achieve or
make progress toward the learning goals in
their Individualized Education Plans
Students will demonstrate social and
emotional skills

- IEP progress and review
- Classroom assessments (authentic assessments, facilitator observation and narratives, portfolios, student self evaluation)

Students will demonstrate critical
thinking skills and demonstrate
creativity

- Classroom assessments (authentic assessments, facilitator observation and narratives, checklist of progress)

Use And Reporting Of Data

The school's Board analyzes student performance data to establish policies and make programmatic and staffing decisions that support the achievement of all learners. The Board looks at how well learners are learning by content area and by sub-group (e.g., linguistic, ethnic, gender, as well as high and low achievers, special education learners, and English Language learners) to identify any gaps in student achievement and ensure that appropriate corrective plans are put into place. This process occurs at least annually, so that the Board monitors policies and staff performance for continual improvement of instruction.

During the monthly Data Protocol meeting, iLEAD's instructional staff analyzes overall and subgroup data to identify programmatic strengths and weaknesses within each content area, and puts into place corrective plans to fill any gaps, adjusting professional development and curriculum accordingly. Staff monitors progress toward identified learner outcomes on an ongoing basis, analyzing learner performance data before and throughout each school year to adjust instruction according to learner needs. Facilitators are supported to teach using formative assessments to modify instruction in response to classwide and individual learner needs. The instructional culture of the school is one of self-reflection and inquiry into pedagogical practices to meet the changing needs of new and existing learner populations.

iLEAD is accountable to stakeholders by providing them with transparent information on learner achievement; learner and facilitator program satisfaction; financial stability; graduation and college attendance rates and information; and attendance. iLEAD will share accountability information with the school community, the larger community and Acton Agua – Dulce Unified School District in an annual report, our website and school-wide newsletters.

iLEAD's board and staff will analyze the information gathered to make data driven programmatic, governance and staffing decisions. Report cards will be issued on a semester basis and will include detailed facilitator narrative.

ELEMENT D: SCHOOL GOVERNANCE

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

iLEAD Agua-Dulce will be an independent, directly funded charter school governed by iLEAD Charter Schools, a California Nonprofit Public Benefit Corporation with IRS 501(c)(3) tax-exempt status. The corporation complies with the provisions of the California Corporations Code governing nonprofit corporations. The Board of Directors of iLEAD is the governance entity for iLEAD.

Governance Structure Of iLEAD

The Board of Directors, comprised of facilitators, parents, and community members, sets policy, approves the budget, and ensures that the school maintains high academic standards.

Board members are selected based on their expertise, skills and their commitment to represent the school's student population and uphold the school's mission. One key to the program's success is the representation of parents and facilitators on the board. Parent and facilitator representation on the board is essential to ensure involvement of the school community. The remaining board seats are filled by community members who have the desired mix of experience and expertise needed by the Board of Directors to ensure the school's success, including curriculum, instruction and assessment, finance, business management, and, preferably, law, special education, fundraising and facilities. Threshold screening criteria for all prospective members of the Board of Directors will be a demonstrated understanding of the mission and vision of iLEAD Agua-Dulce and an interest in serving the charter school's target student population. Other relevant criteria for Board selection include a demonstrated ability to act in a leadership capacity and a commitment to diligently fulfill their responsibilities as Board members, including a willingness to routinely attend Board meetings, to actively participate in Board working groups and/or committees, and other ways to actively engage in overseeing the iLEAD Agua-Dulce program.

The Board of Directors has ultimate responsibility to oversee the program to ensure the school's success, however, the iLEAD Director and facilitators will carry out the day-to-day operations of the school. The School Director will be the overall site manager and will report directly to the Board of Directors and will be responsible for implementing policy, overseeing operations, and carrying out the provisions of the charter and the Board's directives. The teaching faculty will work closely with the School Director to implement the educational program. The School Director will be responsible for the hiring, evaluating and termination of all teaching faculty and oversees the conduct of the teaching faculty and other staff. Other administrative staff will report to the School Director.

The Board Of Directors

The Board of Directors is comprised of between three and five voting members with legal, financial, and pedagogical expertise. In accordance with Education Code Section 47604(b), the school's bylaws also permit one representative of the Board of Trustees of the AADUSD to serve on the iLEAD Board of Directors.

All decisions of the Board of Directors of iLEAD shall be made by a majority vote of its members unless otherwise specified by this Charter or in Bylaws adopted by the Board of Directors of iLEAD. The Board of Directors of iLEAD shall conduct its business in compliance with the Brown Act. The Board has adopted a Conflict of Interest Policy which complies with the Political Reform Act and Corporations Code conflicts of interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations.

Scope Of Authority And Responsibility

The Board of Directors of iLEAD will meet quarterly or more often as needed and is charged with the overall policy-making affecting all areas of iLEAD. The Board is fully responsible for the operation and fiscal affairs of the Charter School. Along with other duties, the Board of Directors of iLEAD decides these issues:

- Drafting and approving all major educational and operational school policies
- Hiring of key personnel
- Developing annual goals for the school and long-range plans with input from the school administrator, facilitators, and parents
- Approving all major contracts
- Approving the school's annual budget and overseeing the school's fiscal affairs
- Evaluating the performance of the school administrator via a process approved by the board
- Monitoring iLEAD's student performance, progress toward school-wide goals, objectives, academic achievements/student progress and financial status, and assessing any need for redirection
- Receiving reports from, and providing recommendations to, the school administrative and staff
- Executing all applicable responsibilities provided for in the California Corporations Code
- Participating in the dispute resolution procedure and complaint procedures when necessary

Use Of Data To Establish, Evaluate, And Improve The Education Program And School Policies

The Board of Directors of iLEAD Agua-Dulce shall uphold the school's commitment to making data driven decisions, as part of the process for ongoing school improvement described previously. The Board uses data in carrying out its various responsibilities.

Election, Term, And Removal Process For Board Member

The board members are interviewed by the Board as outlined in the non-profit corporation bylaws:

- Acton Agua-Dulce Unified School District may appoint a non-voting member to the Board of Directors if it so desires
- The Board of Directors comprised of stakeholders has determined the selection process for representatives from the general community with an attempt to achieve the desired mix of skills and expertise necessary to effectively govern the charter school

To establish continuity and sustainability for the charter school's long term success, members of the Board of Directors will serve three years in staggered terms. According to the iLEAD Agua-Dulce policies and procedures outlined in the bylaws, iLEAD board members or other members of the iLEAD community may recommend the removal of a board member.

Structure Of The Board And Board Meetings

Meetings are held at the school site, or another suitable location within the jurisdictional boundaries of the District which is accessible to the iLEAD community and the public. The board will appoint a member as president, and others as secretary and treasurer (Chief Financial Officer). Accurate minutes of meetings are maintained by a secretary or other individual as designated by the Board. Meeting agendas, minutes, and documents shall be maintained in the school office. Two weeks before each board meeting, the secretary or designee will send out a request for agenda items. The School Director and any member of the Board of Directors may request that an item be placed on the agenda, with ultimate discretion to set the agenda being held by the president. Agendas for regular meetings are published in advance and distributed to each member of the Board of Directors and posted at the entrance of the school's main office for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings are posted at least 24 hours before the meeting. The agenda may also be posted on the school website and in hard copy on the community bulletin board at the school site. The treasurer will be responsible for overseeing the fiscal situation of the charter school, and will provide guidance to the school's primary fiscal employee to ensure that iLEAD is operating in a fiscally solvent manner.

An Annual Meeting is held on a date chosen by the Board in accordance with its Bylaws for the purpose of electing Board members, designating officers, making and receiving reports on corporate affairs, setting calendar of meetings for upcoming year, and transacting other business as comes before the meeting.

Bylaws

A set of bylaws, reflecting the governance structure described herein, has been drafted by a committee of elected board members, who have submitted the bylaws to the full Board of Directors for consideration and approval. The AASDUSD will approve any material changes from governance structure described in this charter.

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 appropriate training and educational opportunities, both as a full Board and individually. Board members attend the Annual iLEAD All Boards Retreat where many training experiences are offered and 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 student 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 student 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 at the Annual iLEAD All Board Retreat and are given

opportunities and are given to 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.

The School Director

The School Director will report directly to the board and s/he has responsibility for the orderly operation of iLEAD and the supervision of iLEAD employees. The School Director will be the instructional leader of the school. The School Director will ensure that the curriculum is implemented in order to maximize student learning experiences.

The School Director is assigned to perform tasks directed from the Board of Directors, which may be delegated or contracted as approved by the Board of Directors to a business administrator of the School or other employee, or to an appropriately qualified third party provider.

Capacity Building

In order to ensure a strong, sustainable school program, iLEAD staff will participate in the following trainings and activities, as appropriate.

Governance Academy/Retreat

The iLEAD Governing Board members and appropriate staff will participate in Governance Training to develop a strong understanding of school oversight and to do the following: Revise by-laws, policies, and corporate papers as needed; attain clearly defined board member roles, responsibilities, and committees; learn how the school's charter, state law, and memoranda interact; create a clear and regular schedule of board meetings, fiscal, and academic reports appropriate for their school; master the practice of governing by staying focused on the decisions and discussions that truly matter to student success.

Charter School Leadership Boot Camp

The iLEAD administrative team attends Charter School Leadership "Boot Camp". This comprehensive training is designed to ensure that charter school leaders have the knowledge and skills necessary to effectively lead their schools. The training includes a week-long intensive leadership institute which features a range of in-depth sessions, guest speakers, case studies, and group activities that address a broad range of key charter school leadership concepts and skills, such as charter school leadership, finance, legal concepts, governance, academic performance measurement, accountability and renewal, charter school personnel and labor relations. Participants also complete a "practicum" which consists of online trainings held periodically throughout the school year.

Fiscal Management Training

iLEAD Administrators who have significant financial management and/or oversight responsibilities complete The Charter Business Officer's (CBO) Training Program. This is an intensive training that delves into the key fiscal management skills required to run a sustainable, highly qualified charter school. The 14-module program is delivered in a blended format consisting of both in person and online instruction. It is designed to keep schools on the right track and successfully navigate around any potential budgetary pitfalls

that schools can encounter. Modules covered include: Introduction to California's K-12 Education Finance, charter school funding system fundamentals, categorical programs management, charter school attendance accounting, charter school accounting, budget development and monitoring, cash flow, long term planning, fiscal oversight, solvency and data reporting, auditing, facilities, risk management and benefits, personnel and labor relations, and special education.

Charter School Conferences

iLEAD staff and board will keep current on charter school instruction, issues, and topics by continuing to attend various charter school professional development opportunities and conferences which may include:

- California Charter School Association's annual spring conference
- California Charter School's Development Fall Leadership Update
- The National Charter Schools Conference
- California Consortium for Independent Study
- El Dorado Charter SELPA training

Parent Involvement

Parents will be strongly encouraged to contribute a minimum of 40 hours per family, per academic year to iLEAD Agua-Dulce Charter School. Completion of volunteer hours, however, is not a prerequisite of enrollment at iLEAD Agua-Dulce Charter School. The School Director shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent-facilitator conferences; attendance at meetings of the Board of Directors (as member or observer) or any applicable parent group functions; participation in the planning of, or attendance at, fundraising or Academic/Arts Events; or, other activities. At iLEAD, parents will play many important roles in the day-to-day operations of the school, as well as the strategic planning and overall vision of the school community. In addition, as valued stakeholders, parents will play an active role in annual decision-making work such as creating the Local Control and Accountability Plan.

Parents will play a vital role as described in the educational program of the charter. Before families enroll, they must fully understand the components of the program model. All parents must be fully aware of the type of program they are about to enroll their child in and how it works. This will also give parents an opportunity to have any questions answered and talk to other parents that already have students in the program. We ask that all families who join the program are ready and willing to support the efforts of the Charter School. iLEAD Agua-Dulce Charter School will make accommodations to meet the unique schedules of parents to ensure every opportunity for parents to attend an orientation meeting. Parents are strongly encouraged to attend orientations and regular parent meetings designed to keep them informed of what is happening at iLEAD Agua-Dulce Charter School.

Parents will play a vital role in intervention at iLEAD Agua-Dulce Charter School. In accordance with this charter, parents are encouraged to volunteer in multiple roles around the

campus, including but not limited to tutoring students and in the after school program and participate in appropriate training for these essential roles.

Parent Communication

Parental involvement is encouraged throughout the school. iLEAD communicates with parents about student progress on an ongoing basis. Parents interact with facilitators, counselors, and administrators, informally and by request, using web based technology. iLEAD facilitators hold conferences and issue Reports of Progress at least two times a year. iLEAD emails a weekly e-newsletter to families and staff. Parent information sessions, parent education sessions, and individual parent/student conferences are scheduled regularly and as needed. Other forms of communication include the school website, email list-serve, phone messaging system, and announcements/communications sent home with students in hard copy. The *Family Guidebook* containing iLEAD's mission, vision, curricular goals, behavioral guidelines, and emergency procedures is available to all families.

The iLEAD founding board developed policies to promote effective communication between parents, facilitators, counselors and administrators, setting expectations for the timeliness of responses, and the manner in which conflicts will be resolved. iLEAD holds staff training to minimize conflicts, such as effective communication strategies, team building, conflict resolution techniques and harassment prevention. In addition, an "open door" policy enables easy access to administration.

Acton Agua-Dulce Unified School District

The Acton Agua-Dulce Unified School District shall act as charter authorizer and provide supervisorial oversight to the Charter School pursuant to *Education Code Section 47604.32*. The Charter School shall have all reporting duties to the District as described in *Education Code Section 47604.33*, as requested pursuant to Section 47604.3, and as otherwise required herein or in a mutually agreed upon MOU. The School District may wish to further define its oversight role in the MOU with the Charter School. The Charter School seeks to maintain a collaborative and amenable relationship with the Acton Agua-Dulce Unified School District, and is pursuing added value to the District. The Charter School will always maintain a healthy communication with the Acton Agua-Dulce Unified School District and invite District involvement to the extent the District desires.

ELEMENT E: QUALIFICATIONS OF EMPLOYEES

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

Qualifications Of School Employees

All requirements for employment set forth in applicable provisions of law will be met throughout iLEAD's hiring process. iLEAD will adhere to the No Child Left Behind (NCLB) requirements with respect to teachers and paraprofessional employees. Teachers

will meet the requirements for employment as stipulated by the *California Education Code section 47605(l)*. As specified in NCLB, as applicable to charter schools, iLEAD will have flexibility regarding the qualifications needed for teachers in non-core subject areas. Consistent with state and federal laws governing charter schools, highly qualified teachers of core, college preparatory subjects (i.e. English language arts, math, science, history/social science, special education) will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. In order to ensure implementation of the school's mission and educational philosophy, preference will be given to teachers who have experience designing and implementing a curriculum aligned to state standards.

iLEAD will ensure that all legal qualification requirements will be met for facilitators, staff, paraprofessionals and other administrative employees of the school. All facilitators and staff will be "at will" employees, in accordance with California law, meaning that the employment relationship can be severed by either party at any time, with or without cause.

Compensation And Benefits

iLEAD will compensate employees utilizing salaries of employees in nearby school districts performing similar tasks and having similar responsibilities as a guide. All employees will be compensated commensurate with their experience and job responsibilities, and will receive benefits, including health insurance and retirement plans. The Charter School will provide its full-time employees options for participation in comprehensive health and welfare programs. Job descriptions, work schedules, compensation, benefits and other terms and conditions of employment will be reviewed and modified as necessary to meet the needs of the school and students.

Non-Discrimination

All employees of the school shall be employees of iLEAD. iLEAD is an equal employment opportunity employer. iLEAD will not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

iLEAD also is committed to providing a school that is free from sexual harassment and any other type of harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. iLEAD will implement a harassment policy to prevent sexual and other types of harassment and to immediately resolve any concerns or complaints of a harassment nature, including employee to employee, employee to student, student to student, and student to employee. School staff will be trained on the harassment policy annually.

Instructional

Teachers/Facilitators

Facilitators will be responsible for overseeing the students' academic progress and for monitoring, grading and matriculation decisions as specified in the school's operation policies.

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

- Demonstrated expertise in subject area and the ability to communicate the appropriate knowledge to each student
- Possession of a CLAD credential
- Knowledge and experience with standards based instruction: ability to align curriculum and standards and willingness to adopt grading practices that can be used to authentically assess a student's progress in a standards based system
- Knowledge of assessment strategies and the ability to use data to drive their teaching and ensure continuous improvement of student learning
- Ability to effectively use a broad range of instructional strategies, including providing a differentiated curriculum, challenging goals and effective feedback, differentiated instruction, and backward mapping, among others
- Demonstrated competence using advanced technology as a learning tool: willing and able to integrate technology into teaching and student learning
- Outstanding classroom facilitation skills
- Belief in our mission that all students will learn and successfully master the content and skills necessary for advanced post-secondary education
- Willingness to work as a vital part of the iLEAD team to ensure continuous improvement for students, staff and iLEAD community as a whole
- Willingness and ability to work with students and parents on an ongoing basis to ensure student success
- Love of students, enthusiasm for teaching, the belief that each student can and will succeed and the willingness to do what it takes to make that happen
- Desire and ability to engage in continuing education, staff development and skill upgrading
- Willingness to be involved in committees and task forces to support the school's mission
- Must have an 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

The iLEAD 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 role. Instructional support staff will not assign grades or approve student work assignments without the approval of a facilitator unless they are instructing non-core or non-college preparatory courses and activities.

Facilitator Quality

iLEAD recognizes that high learner achievement depends on instructional capacity. iLEAD Agua-Dulce will use multiple strategies to attract and keep highly qualified facilitators with subject area knowledge that are likely to support learner achievement and collaborative learning for all learners. Facilitator job descriptions list specific characteristics that best support learner achievement. iLEAD Agua-Dulce will recruit actively via job fairs as well as university and community events. iLEAD Agua-Dulce will also announce openings on education list servers and websites, and, if needed, contacts teacher education programs, places announcements in education publications, and so on.

iLEAD Agua-Dulce will use a hiring process that reveals the alignment of candidates' educational philosophy and skills with iLEAD Agua-Dulce's instructional approach. A paper screening is the first step to check that candidates meet basic qualifications and for evidence of alignment with iLEAD Agua-Dulce's approach. Ideal candidates value an emphasis on the whole child in teaching and have interest and experience in building a standards based curriculum that engages learners in active, meaningful learning. This may include familiarity with constructivist methods, project based learning, authentic curriculum and assessment, development of real world skills and engaging learners' interests. Ideal candidates also have experience differentiating instruction to meet the needs of all students, using assessment to inform instruction and understanding the bigger context of the school's progress in meeting benchmarks. Candidates participate in an interview and, as feasible, demonstrate teaching skill through an in class observation, a video or a written response to questions about pedagogy.

The hiring process candidates will participate in has been named "Star Search". This formal process is an all day interview that will include demonstrating teaching skills through an in class observation, a panel interview with various stakeholders of the iLEAD community, a group project task, a tour of an iLEAD school, and an orientation of the iLEAD philosophy, mission and vision. Facilitators will actively participate in the Star Search, and the school directors along with other hiring leaders will debrief the day before finalizing all hiring decisions.

iLEAD Agua-Dulce will attract and retain facilitators by offering an appropriate compensation package and by creating an attractive work environment. This includes involving facilitators in decision making and providing regular opportunities to collaborate with colleagues and to participate in professional development that meets their needs. iLEAD Agua-Dulce will attract facilitators who are interested in developing instructional practices not encouraged or allowed at more traditional schools and who thrive in a smaller

school environment where supportive relationships are the norm. School leadership will strive to maintain respect and professionalism in the workplace.

Facilitator Professional Development and Collaboration for Ongoing Improvement

iLEAD's weekly schedule provides time for collaborative facilitator planning. Facilitators share curriculum and exchange ideas about what's working and how to address challenges. Facilitator professional development is planned to meet facilitators' needs, keeping in sight the ultimate goal of helping all students to succeed in a standards based system. Facilitator collaboration and professional development begins each summer prior to the start of school and continues throughout the school year.

iLEAD's mission and vision involve sophisticated educational practices that take time to develop, as individual facilitators develop the needed skills and as the school incrementally develops the capacity to implement the vision fully. Facilitator in-services develop facilitator understanding of the theory and practice of iLEAD's instructional and assessment approaches and cover such topics as developing UBD essential questions and plans, standards based curriculum development and lesson planning, 21st century skills, and instructional methodology, such as project based learning, inquiry based teaching and authentic assessment.

Professional development is provided by specialists in the core instructional methods. iLEAD will continue to work with providers who will have worked at iLEAD Agua-Dulce to provide initial training and in classroom support in Daily 5, Guided Math, Readers and Writers Workshop, the *Math In Focus* series, PATHS and developing projects. The Buck Institute provides highly recommended workshops and other trainings to help schools develop project based learning. Professional development is also provided in-house as the school administrators and facilitators share practices they are strong in.

Facilitator Effectiveness Measures

Facilitator evaluations include individual goal setting based on identified areas of need. Areas of need are identified collaboratively between the School Director and the individual facilitator. Areas of need are identified by:

- formal and informal observations of instructional practice
- analysis of student assessments given throughout the year
- student achievement data from MAP, SBAC, CELDT testing, and other state mandated tests

The facilitator and administrator meet periodically throughout the year to discuss and analyze student assessment data, instructional effectiveness and implementation of the school's vision and mission. Documentation of facilitator progress is included in these meetings. In addition, each facilitator documents their individual progress with a portfolio of work. Facilitators participate in a Presentation of Learning before their peers that showcases their growth throughout the year with an emphasis on student achievement data. The school

administrator completes facilitator's evaluations and meets with facilitators to review areas of commendation, areas of improvement, and next steps.

Administrative

School Director

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

Leadership Competence

- The ability to articulate and support the philosophy and direction of the iLEAD academic program
- The ability to implement program initiatives through appropriate professional development for staff
- The ability to lead effectively within a team environment
- The ability to communicate effectively with staff, students, parents, community, private partners and outside agencies to better meet the needs of the students 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 for all staff
- The ability to maintain and promote confidentiality as the norm under which the school operates
- The desire and ability to engage in continuing education and skills upgrading

Administrative Competence

- The ability to create and maintain a safe, orderly, positive and effective learning environment
- The ability to annually evaluate the performance of all school based 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 students.

Overall Qualifications (Desired/Preferred But Not Required)

- Professional Administrative Credential and/or Masters Degree in Education or equivalent
- At least five years experience in the education field
- Management, administrative and instructional expertise
- Curriculum implementation expertise
- Experience with school budgets
- Willingness to learn about charter school leadership

Support Staff

iLEAD seeks administrative and operational staff members that have demonstrated experience or expertise in the issues and work tasks required of them and will be provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirements. All non-instructional staff will possess experience and expertise appropriate for their position within iLEAD as outlined in the school's staffing plan and the school's adopted personnel policies.

iLEAD hires and contracts other instructors for non-core, non-college preparatory classes who work directly with learners under the supervision of certificated personnel. Specifically, we utilize community members drawn from local businesses, professional associations, colleges, and other groups. These individuals teach specific subjects, engage learners in work based learning, mentor learners, provide technical support related to technology, governance, evaluation, and program outcome measures. These instructors and adult participants are required to have the requisite qualifications to perform the duties for which they are responsible, but may not hold teaching certificates.

ELEMENT F: HEALTH AND 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)

In order to provide safety for all students and staff, iLEAD will implement full health and safety procedures and risk management policies at our school sites in consultation with our insurance carriers and risk management experts.

The following is a summary of the health and safety procedures of iLEAD:

Procedures For Background Checks

Employees and contractors of iLEAD will be required to submit to a criminal background check and furnish a criminal record summary as required by *Education Code Section 44237 and 45125.1*. Prior to employment, all employees must submit fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The School Director shall monitor compliance with this policy and report to the Board of Directors of

iLEAD on a quarterly basis. 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.

Volunteers

All volunteers must have a clear TB test on file with the school and must undergo a background check if they will be the only adult with children. The charter school is responsible for screening of volunteers for the protection of students, including fingerprinting and criminal background checks. Registered sex offenders under Penal Code section 290 may not serve as volunteers on campus or anywhere or at any time students are present. Volunteers working on campus or when students are present who will be unsupervised by certificated personnel at any time must submit to a criminal background check pursuant to Education Code 45125. All volunteers who work on campus during school hours must have a current TB test on file with the charter school.

Role Of Staff As Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. Training in child abuse reporting laws will be provided to all employees.

TB Testing

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by *Education Code Section 49406*.

Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Medication In School

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

Vision, Hearing, Scoliosis

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

Emergency Preparedness

iLEAD shall adhere to the Emergency Preparedness Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook includes, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Blood-Borne Pathogens

iLEAD shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board has established a written infectious control plan designed to protect employees and students 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 students shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

iLEAD shall function as a drug, alcohol and tobacco free workplace.

Comprehensive Sexual Harassment Policies And Procedures

iLEAD 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 has developed and adopted a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the adopted School-wide sexual harassment policy.

Health and Safety issues will be dealt with in accordance with iLEAD Board Policies. These policies are incorporated as appropriate into the student and staff handbook and reviewed on a regular basis.

ELEMENT G: RACIAL AND 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)

Method For Achieving Racial And Ethnic Balance

In order to ensure a fair enrollment policy and a demographically diverse student body, iLEAD has an aggressive outreach and marketing system and a lottery system that randomly selects learners from among all new applicants if the number of applicants exceeds the capacity of the school. We will market to all Acton and Agua-Dulce residents to try to achieve a racial and socioeconomic balance that is reflective of the general population residing within the region as a whole. To that end, iLEAD Agua-Dulce will employ the following strategies to reach out to minority communities (Henderson & Mapp, 2002; Boethel, 2003):

- build on the cultural values of families
- stress personal contact with families
- foster communication with families
- create a warm environment for families
- facilitate accommodations for family involvement, including transportation, translators, and other similar services

The Charter School implements a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance that is reflective of the general population residing within the territorial boundaries of the Acton Agua-Dulce Unified School District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad based recruiting and application process.
- The development of promotional and informal material that appeals to all major racial and ethnic groups represented in the district, including materials in languages other than English to appeal to limited English proficient populations.
- Targeted meetings in multiple communities to reach prospective students and parents.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the district.
- A random selection process is used each school year and a ranked waiting list created to fill openings as they occur.

Because we seek a targeted student population whose families may not be reachable by traditional means, iLEAD utilizes direct outreach strategies such as direct mailing and community and home meetings targeted in specific communities in the area. iLEAD also may use bus stop signage, movie theater ads and church and community group bulletin boards in an effort to tailor outreach efforts to a diversity of students/families.

iLEAD takes steps to ensure that diverse groups of students feel comfortable and welcome in the school. By training staff in creating a culturally responsive school environment and an instructional program that is attuned to a multi-cultural population, students of all ethnic backgrounds feel welcome. iLEAD conducts student and parent surveys at least annually which include questions that elicit satisfaction reporting and suggestions to continually improve the school's multicultural environment.

ELEMENT H: ADMISSION REQUIREMENTS

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

Admission Requirements

Statement of Nondiscrimination Acceptance Policy: iLEAD shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics, whether actual or perceived, as listed in Education Code section 220, including, but not necessarily limited to the following: disability, gender, nationality, race, ethnicity, religion, sexual orientation, association with a person or group with one or more of the above actual or perceived characteristics. [Ref. *California Education Code* §47605(d)(1). iLEAD is open to all students in California who are eligible to be enrolled in grades transitional kindergarten through 8.

No Admission Testing

After enrollment, iLEAD may conduct grade level knowledge based assessments, which allows the administrator or testing coordinator to assess the students' readiness for the grade of entrance, however, such assessments will not be used as a means to prohibit or discourage certain students from attending. These instruments aid in the development of individualized learning plans for children. Children who are working below grade level or simply need a little extra help may be asked to attend summer and/or after school programs designed to remediate any deficiencies.

Application And Enrollment Process

iLEAD Agua-Dulce will seek to enroll a population that is reflective of the ethnic and racial balance of Acton Agua-Dulce Unified School District and shall admit all students who wish to attend. However, if the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a single public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in *EC* Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.

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

- outreach and marketing
- orientation sessions for students and parents
- an admissions application period
- an admissions lottery
- enrollment

The school may fill vacancies or openings that become available after this process using either a waiting list or any other non-discriminatory process. iLEAD uses a standardized Intent to Enroll form required of all prospective students. Included with the Intent to Enroll form will be information on how to access the educational philosophy, discipline policy, and parent participation plan of iLEAD. Parents/legal guardians must sign the Intent to Enroll form and will be encouraged to initial signifying that they agree to sign a binding contract to abide by those policies should their child be admitted to the school.

Timeline For Admission

All interested families will be required to submit a completed Intent to Enroll form directly to the school before the date of the annual deadline, which will be clearly indicated on the form and in all communications and notices (websites, flyers, etc.) regarding admission to the school. Families who submit after the enrollment deadline will be added to the wait list in the order the Intent to Enroll forms are received. The school will hold at least three parent tours/information meetings between January and March so parents can learn more about the school before they submit an Intent to Enroll form.

The Lottery And Priority Admissions

Parents will be notified of their student's enrollment upon approval of this petition for the 2018-2019 school year and by May beginning in the 2019-2020 school year.

Preferences in the single public random drawing are, as follows:

1. Returning students from the prior year will retain admission status and will not go through the single public random lottery process.
2. Siblings of current students are exempted from the single public random lottery and will be accepted into the school as long as there are available spots in the targeted grade. If spaces in the targeted grade level are not available, a separate sibling "wait list" will be established.
3. Children of iLEAD founders, Board of Directors and employees will be exempt from the single public random lottery, as long as this exemption constitutes not more than 10% of the school's total enrollment.

After the single public random drawing, a waiting list for future openings will be established in the same drawing. This waiting list will be numbered based upon when students' names are called in the lottery. Each grade level will have a numbered waiting list based on the lottery results. In the event that the school is oversubscribed, the District shall make reasonable efforts to accommodate the growth of the Charter School and in no event shall take any action to impede the Charter School from expanding enrollment to meet pupil demand in accordance with *Education Code Section 47605.6(e)(2)(C)*.

After Admission But Prior To Enrollment, The Following Must Occur:

- Parents are strongly encouraged to attend a parent 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 student records from schools the student has attended or is currently attending.
- The registration packet shall include full disclosure by the parents, current teacher, and current school of any specific needs of the child.
- A copy of any existing Student Success Team/Student Study Team (SST) evaluations and recommendations for the student shall be provided.

- A copy of any existing Individual Education Program (IEP) for the student shall be provided. Required procedures for the transition of students between Special Education Programs and SELPAs shall be followed as applicable.

ELEMENT I: AUDIT PROCESS

Governing Law: The manner in which annual, independent, financial audits shall be conducted, in accordance with regulations established by the State Board of Education, and the manner in which audit exceptions and deficiencies shall be resolved. — California Education Code Section 47605.6(b)(5)(I)

An annual independent fiscal audit of the books and records of the iLEAD Agua-Dulce Charter School 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 Agua-Dulce Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

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

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The School Director, along with the audit committee, will review any audit exceptions or deficiencies, meet with the District to determine how to resolve the exceptions or deficiencies to the satisfaction of the District, and report to the iLEAD Agua-Dulce Charter School Board of Directors with recommendations. The Board of Directors will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit exceptions will typically be addressed within 60 days unless the iLEAD Agua-Dulce Charter School 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 of 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 Agua-Dulce Charter School will be public record to be provided to the public upon request.

ELEMENT J: SUSPENSION AND 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 in order to promote learning and protect the safety and wellbeing of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. The Board of Directors will review policies regarding suspension and expulsion on an annual basis with input from staff. Staff will review procedures regarding suspension and expulsion on an annual basis. Additional detail on the school's policies and procedures will be developed by the staff, with board approval of policy changes, prior to the start of school.

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

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, and suspension or expulsion.

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

The School Director shall ensure that students 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 students and their parents/guardian shall be so advised upon enrollment. The notice shall state that these disciplinary rules and procedures are available on request at the charter school office.

Suspended or expelled students shall be excluded from all school related extracurricular activities unless otherwise agreed during the period of suspension or expulsion.

Grounds For Suspension And Expulsion Of Students

A student 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 Charter School or at any

other school: (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, going to, or coming from a school sponsored activity. An iLEAD student may be recommended for suspension or expulsion for the following acts:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self defense
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director/School Director or designee's concurrence
3. 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
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 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
5. Committed or attempted to commit robbery or extortion
6. Caused or attempted to cause damage to school property or private property
7. Stole or attempted to steal school property or private property
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel
9. Committed an obscene act or engaged in habitual profanity or vulgarity
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in *Health and Safety Code 11014.5*
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties
12. Knowingly received stolen school property or private property

13. 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
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
17. Engaged in or attempted to engage in hazing of another. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil 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 subdivision, "hazing" does not include athletic events or school sanctioned events
18. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person
19. Made terrorist 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
20. 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. This section shall apply to pupils in any of grades 4 to 12, inclusive

21. 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. This section shall apply to pupils in any of grades 4 to 12, inclusive
22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive
23. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel
24. Non-Discretionary Expellable Offenses: Students must be expelled, pursuant to the Federal Gun Free Schools Act, for any of the following acts when it is determined pursuant to the procedures below that the pupil:
 - 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 students had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence
 - If it is determined by the Governing Board that a student 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 student 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; **(B)** any firearm muffler or firearm silencer; or (D) any destructive device
 - 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 students 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 student and whenever practicable, the facilitator, supervisor or school employee who referred the student 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 students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

Notice To Parents/Guardians

At the time of the suspension, a charter school administrator shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the students 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. The notice shall describe due process rights.

Suspension Time Limits/Recommendation 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 pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil 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 pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

Authority To Expel

Only the charter school Board of Directors upon the recommendation of the expulsion panel may expel a student. The Board of Directors may expel any student 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 student may only be expelled upon the findings and recommendations of the expulsion panel if the charter school Board of Directors finds that the student 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 student causes a continuing danger to the physical safety of the student or others

Expulsion Procedure

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the 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 School Director who will make a recommendation to the expulsion panel.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. 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 charter school’s disciplinary rules which relate to the alleged violation;
- Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status in charter school to any other district in which the student seeks enrollment;
- The opportunity for the student or the student’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 student’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 student 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.

The decision of the expulsion panel shall be in the form of a recommendation to the charter school 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 charter school Board of Directors to expel shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- The specific offense committed by the student from the acts listed in “Grounds for Suspension and Expulsion” above
- Notice of the right to appeal the expulsion
- Notice of the student’s or parent /guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the charter school

The School Director or designee shall send written notice of the decision to expel to the Student’s district of residence and the district office of Education. This notice shall include the following:

- The student’s name
- The specific offense committed by the student for any of the acts listed in “Grounds for Suspension or Expulsion” above

Upon expulsion from the charter school, students will attend school pursuant to the procedure of their district of residence pertaining to expelled students.

No Right To Appeal

The pupil shall have no right of appeal from expulsion from iLEAD as the iLEAD Board’s decision to expel shall be final.

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within their school district of residence.

Rehabilitation Plans

Students who are expelled from iLEAD shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The

rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the School Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The School Director shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

Special Procedures For The Consideration Of Suspension And Expulsion Of Student With Disabilities

A student 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 students except to the extent that federal and state law or the student's Individualized Educational Plan (IEP) mandates additional or different procedures for that student. iLEAD will follow all federal and state law when imposing any form of discipline on a student identified as an individual with disabilities and according due process to such students.

1. Notification of District

Upon request, the Charter School shall immediately notify the District regarding the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, an IEP team meeting shall be called. During that meeting, the Charter School, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the Charter School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability, and the IEP Team shall:

1. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
3. Return the child to the placement from which the child was removed unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings. When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

Special Circumstances

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

The School Director or designee may remove a student to an interim alternative educational setting for not more than forty five (45) days without regard to whether the

behavior is determined to be a manifestation of the student's disability in cases where a student:

1. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
3. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

Procedures For Students Not Yet Eligible For Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the school's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services. The parent has requested an evaluation of the child.
2. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA eligible children with disabilities, including the right to stay put.

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

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Disciplinary Records

iLEAD shall maintain records of all student suspensions and expulsions at iLEAD. Such records shall be made available to the District upon request.

ELEMENT K: RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. — California Education Code Section 47605.6(b)(5)(K)

iLEAD will participate in STRS which will cover all eligible certificated staff. All other personnel of iLEAD will participate in Social Security. The school administration shall be responsible for ensuring that all appropriate retirement arrangements have been made for eligible employees.

iLEAD works directly with District and County Office of Education to forward in a timely fashion any required payroll deductions and related data. All withholdings from employees and iLEAD are forwarded to the STRS Fund as required.

Employees will accumulate service credit years in the same manner as all other members of STRS. For full time certificated employees who participate in STRS, employees will contribute the required percentage, and iLEAD will contribute the employer's portion required by STRS.

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public-school attendance alternatives for pupils residing within the District who choose not to attend the charter school. – California Education Code Section 47605.6(b)(5)(O)

Public School Alternatives For Students Who Do Not Choose The Charter School

No student will be required to attend iLEAD and all Acton Agua-Dulce School District students will have the alternative of attending their school district school of residence or seeking an inter-district transfer pursuant to applicable laws, regulations, and school district policies. Parents/guardians of applicants will be informed that learners have no right to admission in a particular school in any district as a consequence of enrollment in the Charter School.

ELEMENT M: RIGHTS OF SCHOOL DISTRICT EMPLOYEES

Governing Law: A description of the rights of an employee of the District, upon leaving the employment of the District, to be employed by the charter school, and a description of any

rights of return to the District that an employee may have upon leaving the employ of the charter school. – California Education Code Section 47605.6(b)(5)(P)

Those members of the charter school staff who leave employment in AADUSD to work at iLEAD shall not have any right to return to employment within the AADUSD without prior consent by the AADUSD.

Employees of iLEAD who were not previous employees of the AADUSD will not become employees of the AADUSD and will not have the right to employment within the district upon leaving the employment of the charter school.

Upon dismissal from the charter school no previous AADUSD employee may return to the district for employment without the prior written consent of the AADUSD.

AADUSD employees cannot be required to work at iLEAD, nor can the district require the charter school to hire district non-certificated, certificated, or confidential employees, with the exception of district employees provided to the charter school as part of the administrative services paid for by the charter school under a separately negotiated agreement for services or memorandum of understanding.

Charter school employees are not subject to district transfers without written consent of those employees.

ELEMENT N: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the district board of education to resolve disputes relating to provisions of the charter. — California Education Code Section 47605.6(b)(5)(L)

Disputes Between The Charter School And The District

In the event that the Charter School and the District have disputes regarding the terms of this charter or any other issue regarding the Charter School, both parties agree to follow the process outlined below.

In the event of a dispute between the school and the District, the staff and governing Board of Directors of the School and District agree to first frame the issue in written format and refer the issue to the District Superintendent, or his/her designee, and the Charter School Director. In the event that the District Superintendent believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement. Both parties agree to refrain from public commentary regarding the dispute except as needed to comply with Brown Act requirements governing public meetings.

The Charter School Director and the District Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board of Directors from

their respective boards who shall jointly meet with the superintendent of the district and the School Director of the Charter School and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the superintendent and the School Director shall meet to jointly identify a neutral, third party arbitrator. The format of the arbitration session shall be developed jointly. The Superintendent and School Director shall incorporate informal rules of evidence and procedure into the arbitration format unless both parties agree otherwise. The Charter School and the District shall each bear its own costs incurred as a result of its compliance with this dispute resolution process.

Oversight, Reporting, And Revocation

The AADUSD Board may inspect or observe any part of the charter school at any time. If the Board of Education of the AADUSD believes it has cause to revoke this charter, the board agrees to notify the charter school Board of Directors in writing, noting the specific reasonable time to respond to the notice and take corrective action. iLEAD understands and accepts that the Board of AADUSD may have legal right to revoke this charter if it has found legal and reasonable grounds for revocation specifically set forth in the law, provided however that AADUSD has given iLEAD prior notice of any grounds for revocation and reasonable opportunity to cure such violation, unless the district determines, in writing, that the violation constitutes a “severe and imminent threat to the health or safety of pupils” (*EC 47607d*). iLEAD agrees to respond promptly to all reasonable inquiries, including inquiries regarding its financial records.

iLEAD resolves all internal complaints and disputes by a majority vote of the Board of Directors of iLEAD Agua-Dulce, if necessary.

Internal Disputes

iLEAD’s internal Dispute Resolution Process will be reviewed annually by the governing board and will embrace the use of conflict resolution techniques. Decisions regarding the process will be based on a goal that the procedures be seen as fair, specific and supported by the school community. The purpose of iLEAD’s internal Dispute Resolution Process is to have all members of the school community resolve conflicts within the structures of the school. iLEAD will implement the Dispute Resolution Process described in the following steps and will provide all members of the school community with a copy of the same. Everyone in the school community will sign a statement acknowledging their intent to use the Dispute Resolution Process in resolving conflicts.

- All: Each member of the school community should first attempt to resolve the conflict with the person or persons directly involved or affected by the issue. The final school-level appeal is the director; the final level of appeal is the school’s governing board. Intermediate levels of conflict resolution are outlined below.
- Students: If there is a conflict between students and direct discussion cannot resolve the conflict, students will be expected to follow the conflict resolution techniques taught in the classrooms and on the playground through real-life situation, role-playing and/or discussions. The conflict resolution structure asks students to be responsible for their own choices, and gives students various

choices to act upon when in a conflict. These choices range from walking away from a situation, talking it over with his/her peer, actively listening to the other student(s), and/or reaching a consensus amongst the students. Staff will incorporate these techniques into problem solving situations as a regular practice. If students are unable to resolve the conflict they will be expected to ask a facilitator for assistance in resolving the conflict. If the facilitator is unable to resolve the conflict, the School Director will facilitate a dispute resolution process.

- Staff: If there is a conflict between staff and staff members are unsuccessful in resolving the conflict, the School Director will facilitate a formal mediation. If the conflict involves the director, staff will request a dispute resolution process through the personnel committee of the governing board.
- Parents: If a parent has a conflict, the parent should contact the School Director for assistance in resolving the conflict. If the conflict involves the director, the parent should request a formal mediation through the personnel committee of the governing board.
- Board of Directors: If a board member has a conflict, and the board member is unable to resolve it, the board member may request a dispute resolution process through the entire governing board.
- Independent Contractors: If an independent contractor has a conflict, the individual should contact the School Director for assistance in resolving the conflict. If the conflict involves the director, the individual should request a dispute resolution process through the personnel committee of the governing board.

In the event that the Acton Agua-Dulce School District Board of Education receives a complaint directly regarding the school's operations, the AADUSD agrees to refer said complaint to the school administration for resolution in accordance with the steps outlined above, unless otherwise prohibited by law (e.g. child abuse reporting).

Timeline For Final Appeal To Board of Directors

The party initiating the appeal must submit a written request for governing board review to the board chair within (5) five business days of the final school-level decision. The governing board will hear the appeal at the next scheduled regular meeting, unless the board chair determines that the urgency of the issues necessitate that a special meeting be called to hear the appeal. All confidential issues will be heard in closed session, in accordance with the Brown Act.

ELEMENT O: PUBLIC SCHOOL EMPLOYER

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes

of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). – California Education Code Section 47605.6(b)(5)(M)

iLEAD shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act (“EERA”).

ELEMENT P: CHARTER SCHOOL CLOSURE

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. – California Education Code Section 47605.6(b)(5)(Q)

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

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

The Board will ensure that the notification to the parents and students of the School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board’s decision to close the School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure related activities.

As applicable, the School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. Original records for each student will be forwarded to the district in which the student resides. All transfers of student records will be made in compliance with the Family

Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. § 1232g. All other records of the School shall be transferred to the District upon School closure. If the District will not or cannot store the records, the Charter School shall work with the District or County Office of Education to determine a suitable alternative location for storage.

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

As soon as reasonably practical, the School will prepare final financial records. The School will also have an independent audit completed within six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant who is selected by the School, who also has educational institution audit experience, and who appears on the State Controller’s published list as an approved educational audit provider. The audit will be provided to the District promptly upon its completion. The final audit will include: an accounting of all financial assets, including cash and accounts receivable; an inventory of property, equipment, and other items of material value; an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation; and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The School will complete and file any annual reports required pursuant to *Education Code section 47604.33*.

On closure of the School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, will remain the sole property of iLEAD Agua-Dulce Charter School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation to another public educational entity. Any assets acquired from the District or District property will be promptly returned upon School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the School shall remain solely responsible for all liabilities arising from the operation of the School.

As the School is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public

benefit corporation and file all necessary filings with the appropriate state and federal agencies, including the filing of a final tax return.

The following funding sources will be used to undertake the closure procedures identified above: ALL closure costs will be assumed by iLEAD Charter Schools Non-Profit.

IMPACT ON THE CHARTER AUTHORIZER

Governing Law: Potential civil liability effects, if any, upon the school, any school district where the charter school may operate and upon the county board of education. – California Education Code Section 47605.6(h)

iLEAD Agua-Dulce Charter School shall be operated as a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to *Education Code Section 47604(c)*, an entity that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by iLEAD Agua-Dulce Charter School if the authority has complied with all oversight responsibilities required by law. The School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including, for example, monthly meetings, reporting, or other District requested protocol to ensure the District shall not be liable for the operation of the School.

Further, School and District shall enter into a memorandum of understanding, wherein the iLEAD Agua-Dulce Charter School shall indemnify District for the actions of the School under this charter.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, iLEAD Agua-Dulce Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless AADUSD their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. Moreover, the Charter School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

Insurance Requirements

The iLEAD Agua-Dulce Charter School shall maintain general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. The AADUSD shall be named as an additional insured on all policies of iLEAD Agua-Dulce Charter School. Prior to

opening, the Charter School shall provide evidence of the above insurance coverage to the District.

No coverage shall be provided to the Charter School by the District under any of the District's self insured programs or commercial insurance policies. The Charter School shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to the District in order to protect the Charter School from claims which may arise from its operations. Each charter school location shall meet the below insurance requirements individually.

It shall be the Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

iLEAD Agua-Dulce will carry the following insurance policies:

- Workers' Compensation Insurance
- Commercial General Liability
- Commercial Auto Liability
- Fidelity Bond coverage
- Professional Educators
- Excess/umbrella insurance

ADDITIONAL CLAUSES

Term

The term of this Charter shall be 1st of July 2018 through the 30th June 2023. This Charter may be renewed for one or more subsequent five (5) year terms upon the mutual agreement of the parties.

Revisions

Material revisions of the provisions contained in this Charter may be made in writing with the mutual consent of the AADUSD board of trustees and the iLEAD Agua-Dulce Charter School Board of Directors. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in *Education Code Section 47605*; provided however that the charter school shall not be required to obtain petition signatures prior to making material amendments to the charter petition.

Severability

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the respective boards of iLEAD Agua-Dulce Charter School and AADUSD. The district and school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Communication

All official communication between the charter school and the AADUSD will be sent via first class mail or other appropriate means to the Charter School Director and the Superintendent of the district.

CONCLUSION

By approving this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; encourage the use of different and innovative teaching methods; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of Charter Schools. The Petitioners are eager to continue to work independently, yet cooperatively with the AADUSD to raise the bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the district to answer any concerns over this document and to present the district with the strongest possible proposal requesting a five year charter approval term to be in operation 2018-2023.

Appendix A
BOARD OF DIRECTOR RESUMES

Appendix B
2018-2019 SCHOOL CALENDAR

Appendix C
BUDGET NARRATIVE
&
MULTI-YEAR BUDGET PROJECTION

Appendix D
MULTI-YEAR BUDGET PROJECTION

Appendix E
FACILITATOR INTENT SIGNATURE PAGE

Appendix F
SCHOOL ORGANIZATIONAL CHART

Appendix G
K – 12 LEARNING TARGETS