

In June 2013, Education Code was revised under AB97 to call for charter petitions to include annual goals and annual actions “to be achieved in the state priorities” as applicable to the grade levels served by the schools and as applicable to charter schools. Subsequent regulations were passed that called for charter schools to submit a Local Control and Accountability Plan (LCAP) annually. iLEAD Online has provided below the annual goals and actions, noting that these will be accompanied by an LCAP that will be updated annually.

STATE PRIORITY 1: Teacher credentialing, access to standards-aligned instructional materials, and maintenance of school facilities

ANNUAL GOAL 1A, 2017-18 through 2021-22. All learners, Latino subgroup: All guides possess credentials appropriate to their assignment, as applicable to charter schools, including CLAD, BCLAD or equivalent when providing instruction to English learners.

- *ANNUAL ACTION 1Ai, 2017-18 through 2021-22* Advertise guide job openings widely to ensure an adequate pool of qualified candidates, and screen prospective candidates for possession of appropriate credentials.
- *ANNUAL ACTION 1Aii, 2017-18 through 2021-22:* Monitor guide credentials, including reminders as to renewals due at intervals prior to expiration dates, with reporting on compliance to School Director.

ANNUAL GOAL 1B, 2017-18 through 2021-22 (same each year). All learners, Latino subgroup: Each learner, including English learners, has standards-aligned instructional materials as suits the nature of the program operated in Mathematics, Science, History-social science and English-language arts, including the English language development component, for English learners.

- *ANNUAL ACTION 1Bi, 2017-18 through 2021-22:* Order initial complement of standards-based instructional materials, including online courses, each school year at one per newly enrolled student, plus extras to allow for loss and mid-year enrollments.
- *ANNUAL ACTION 1Bii, 2017-18 through 2021-22:* Where core materials are not comprehensive of standards, ensure that supplemental materials fill gaps and provide access to learners at one per newly enrolled student, plus extras to allow for loss and mid-year enrollments.

ANNUAL GOAL 1C, 2017-18 through 2021-22 (same each year). All learners: The resource center facilities are maintained in a manner that ensures that they are clean, safe, and functional.

- *ANNUAL ACTION 1Ci, 2017-18 through 2021-22.* Monitor resource center facilities periodically to ensure that they are clean, safe, and functional, and adjust maintenance procedures as needed, accordingly.

STATE PRIORITY 2: Implementation of state-adopted standards, including access to academic content and development of English proficiency by English learners

ANNUAL GOAL 2A, 2017-18 through 2021-22. All learners: All guides of Mathematics, Science, History-social science and English-language arts will design and implement standards-based instruction using standards adopted by the state board.

- *ANNUAL ACTION 2Ai, 2017-18 through 2021-22:* Provide support to new guides on California Common Core Standards in English-Language Arts and Mathematics and on California content standards in History-Social Science and Science and their implications for lesson planning and instruction.
- *ANNUAL ACTION 2Aii, 2017-18 through 2021-22:* Design standards-based progress reports.
- *ANNUAL ACTION 2Aiii, 2017-18 through 2021-22:* Ensure School Director monitors lesson plans on an ongoing basis. Intervene and provide support to teachers wherever standards-based instruction is not consistently evident.

ANNUAL GOAL 2B, 2017-18 through 2021-22. English learners: Ensure that guides differentiate Learning Plans to increase English learners' access to the English language development standards and to develop English language proficiency through English language development instruction. This includes alignment of ELD standards and ELA standards, use of online programs with built-in ELD supports and strategies, research-based instructional strategies in English language development, personalized literacy instruction, literacy across the curriculum, frequent formative assessment, and initial and ongoing professional development.

- *ANNUAL ACTION 2Bi, 2017-18 through 2021-22:* Provide ongoing support and resources for guides in supporting English language development standards, on research-based strategies to develop English language proficiency and on serving English learners through the school's personalized literacy methods.
- *ANNUAL ACTION 2Bii, 2017-18 through 2021-22.* Design protocols for monitoring progress toward English proficiency, including the use of ELD Portfolios.

- *ANNUAL ACTION 2Biii, 2017-18 through 2021-22.* Ensure that instructional materials for EL learners and curriculum frameworks and standards are aligned.

ANNUAL GOAL 2C, 2017-18 through 2021-22. English learner learners: English learners will have access to content standards in all academic content areas as a result of research-based instructional strategies, frequent formative assessment, professional development, and core curriculum well-matched to the needs of English learners.

- *ANNUAL ACTION 2Ci, 2017-18 through 2021-22.* Provide guide support in designing and implementing instructional personalization to enable access to core content standards by English learners, such as multiple learning modalities, explicit instruction of key vocabulary and cognates, anticipatory pre-reading of text, graphic organizers, etc.
- *ANNUAL ACTION 2Cii, 2017-18 through 2021-22.* Provide reading material at or near learners' English reading levels (i.e., simpler English texts), supplemental reading material in learners' native language, and/or verbal support as needed to support learners' access to the content areas

STATE PRIORITY 3: Parent involvement in school site decisions, including parental participation in programs for unduplicated pupils and EL learners.

ANNUAL GOAL 3A, 2017-18 through 2021-22, All learners. Facilitate parent involvement in school site decisions through an active School Advisory Board with reports to the Board of Directors programs for serving unduplicated pupils and English Learners. Note: Due to the nature of the program, the target population is expected to include many learners aged 18 and older. For these learners, iLEAD Online views the staff and organizers of our partnering agencies as the learner "parents".

- *ANNUAL ACTION 3Ai, 2017-18 through 2021-22.* Establish School Advisory Board, (elect members, create meeting schedule, set norms and procedures for meeting planning, participation and decision-making, invite parents and staff to participate)
- *ANNUAL ACTION 3Aii, 2017-18 through 2021-22.* Ensure that SAB meeting agendas contain agenda items designed to solicit parent input with respect to school decisions.

- *ANNUAL ACTION 3Aiii, 2017-18 through 2021-22.* Conduct annual stakeholder surveys to gather parent input on the educational program, including programs for unduplicated learners and English learner learners.

STATE PRIORITY 4: Pupil achievement as measured by all of the following:

A. Mandated statewide assessments

ANNUAL GOAL 4A, 2017-18 through 2021-22. All learners and numerically significant subgroups. Increase the percentage of learners increasing their scores on SBACs in English-Language Arts and Mathematics.

- *ANNUAL ACTION 4Ai, 2017-18 through 2021-22.* Establish strong instructional program by providing ongoing instructional support, planning a coherent standards-based curriculum, designing formative assessments that yield data for adjusting instruction according to learners' individual needs, and procuring adequate instructional resources.
- *ANNUAL ACTION 4Aii, 2017-18 through 2021-22.* Implement formative assessments to *monitor student learning* to provide ongoing feedback so guides can identify learner strengths and weaknesses and target areas that need additional support.
- *ANNUAL ACTION 4Aiii, 2017-18 through 2021-22.* Provide ongoing training and support in response to analysis of student performance data, school wide and by subgroup.

B. The Academic Performance Index (API)

ANNUAL GOAL 4B. To be developed if API is implemented again.

C. UC/A-G/career readiness

ANNUAL GOAL 4C, 2017-18 through 2021-22. All learners and numerically significant subgroups. Provide programming learners (e.g., instruction, activities) and parents (e.g., distribution of information, workshops) to increase awareness of UC A-G/career readiness.

- *ANNUAL ACTION 4Ci, 2017-18 through 2021-22.* Identify instructional goals in UC A-G/career readiness for learners and parents by grade level.
- *ANNUAL ACTION 4Cii, 2017-18 and 2018-19.* Implement and refine programming to achieve instructional for UC A-G/career readiness.

D. Progress toward English proficiency

ANNUAL GOAL 4D, 2017-18 through 2021-22. English learner. Increase the percentage of learners enrolled in the school for at least two years who move up at least one ELD level per year.

- *ANNUAL ACTION 4Di, 2017-18 through 2021-22.* Establish strong English language development program (ELD) by providing ongoing instructional support, planning a coherent standards-based curriculum both in ELD and across the content areas, designing formative assessments that yield data for adjusting instruction according to learner's' individual needs, and procuring adequate instructional resources.
- *ANNUAL ACTION 4Dii, 2017-18 through 2021-22.* Implement formative assessments to *monitor student learning* to provide ongoing feedback so guides can identify learner strengths and weaknesses and target areas that need additional support.
- *ANNUAL ACTION 4Diii, 2017-18 through 2021-22.* Adjust instruction needed, throughout the school year and in planning for the next school year, in response to analysis of student performance data.

E. The English learner reclassification rate

ANNUAL GOAL 4E, 2017-18 through 2021-22. English learners. Improve the reclassification rate among learners enrolled in the school for at least two years.

- *ANNUAL ACTION 4Ei, 2017-18 through 2021-22.* Establish strong English language development program (ELD) by providing ongoing instructional support, planning a coherent standards-based curriculum both in ELD and across the content areas, designing formative assessments that yield data for adjusting instruction according to learners' individual needs, and procuring adequate instructional resources.
- *ANNUAL ACTION 4Eii, 2017-18 through 2021-22* Implement formative assessments to *monitor student learning* to provide ongoing feedback so guides can identify learner strengths and weaknesses and target areas that need additional support.
- *ANNUAL ACTION 4Eii, 2017-18 through 2021-22.* Provide ongoing training and support in response to analysis of student performance data.
- *ANNUAL ACTION 4Eiii, 2017-18 through 2021-22.* Adjust instruction needed, throughout the school year and in planning for the next school year, in response to analysis of student performance data.

STATE PRIORITY 5: Pupil engagement

A. School attendance rates

ANNUAL GOAL 5A, 2017-18 through 2017-18. Learners will provide work samples and attend monthly facilitator conferences in accordance with the Master Agreement for an Independent Study Learner.

- *ANNUAL ACTION 5Ai, 2017-18 through 2021-22.* Provide regular parent/guardian communication regarding learner progress
- *ANNUAL ACTION 5Aii, 2017-18 through 2021-22.* Provide targeted intervention for learners who are missing assignments and initiate SST for learners at risk for dropping out.

B. Chronic absenteeism rates

ANNUAL GOAL 5B, 2017-18 . For learners not meeting Master Agreement requirements and chronic incomplete assignments persists, develop relationships and implement strategies with learners demonstrating chronic absenteeism and their families.

- *ANNUAL ACTION 5Bi, 2017-18 .* Once families have been through low attendance interventions, if chronic absenteeism persists, initiate intensive targeted intervention for learners demonstrating chronic absenteeism and their families.

C. Middle school dropout rates

ANNUAL GOAL 5C, 2017-18 . All learners. Develop relationships and implement strategies with learners likely to drop out and their families.

- *ANNUAL ACTION 5Ci, 2017-18 .* Identify learners with behaviors indicating a high likelihood of dropping out and develop and implement a personalized intervention plan

STATE PRIORITY 6: School climate

A. Pupil suspension and expulsion rates

ANNUAL GOAL 6A, 2017-18 through 2021-22. All learners and numerically significant subgroups. Reduce rates of suspensions and expulsions compared to first year baseline.

ANNUAL ACTION 6Ai, 2017-18 through 2021-22. Implement a personalized intervention for any learners who are suspended or expelled.

B. Other local measures, including surveys of pupils, parents and guides on sense of safety and school connectedness

ANNUAL GOAL 6C, 2017-18 through 2021-22. All learners and numerically significant subgroups. Increase or maintain annually the proportion of learners, parents, and guides who indicate a high sense of safety and high levels of learners' school connectedness on annual stakeholder surveys.

- *ANNUAL ACTION 6Ci, 2017-18* . Establish explicit expectations and norms for how learners and adults will treat one another.
- *ANNUAL ACTION 6Cii, 2017-18 through 2021-22.* Analyze survey data to identify trends and areas of need and to refine strategies as needed to improve school connectedness.

STATE PRIORITY 7: Access to a broad course of study in subject areas described in Education Code Section 51210 and 51220, as applicable

Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220 are not applicable to charter schools.

STATE PRIORITY 8: Pupil outcomes in subject areas described in Education Code Section 51210 and 51220, as applicable

Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220 are not applicable to charter schools.