

Coronado Digital Academy (DRAFT 2)



A California Charter School for the 21st Century Digital Learning Community

**Proposal to the Coronado Unified School District Governing Board
Submitted December 15, 2011**

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Element 1: Educational Philosophy

a. Introduction

In thousands of K-12 classrooms across the country, the traditional teaching and learning dynamic remains largely the same as it has for decades. A “Sage on a Stage” delivers information to students via verbal lessons, textbooks, overheads, and videos, while students are expected to retain and negotiate the curriculum using few approaches other than reading, writing, and listening. While this process may have benefited the generations of the past, it does not harness the technology and technological resources available in the world of today’s K-12 students.

As Marzano Research Laboratory consultant Beatrice McGarvey says in her latest book *Inevitable: Mass Customized Learning* (CreateSpace: 2010), “Technology is transforming nearly every sector of our lives. Music, books, retailing, communication, news, photography, medicine, architecture, etc. have changed drastically and become more efficient. Education cannot sit in this customized world as an island, embracing the Industrial Age, and expect to survive.”

In order for today’s education to draw upon students’ life experiences and equip graduates with the requisite skills for success in higher education as well as in professional pursuits, our schools must provide educational options that exploit modern technology and allow access to information in a variety of innovative formats. As noted by the United States Department of Education, research shows that the most effective instructional platform is one that includes digital learning: meeting students where they are; individualizing their learning pathway; and providing broader access to relevant information through the use of technological tools.¹

There are currently various models of learning that involve digital education, the effectiveness of which is quickly increasing demand. In 2000, roughly 45,000 K-12 students took an online course.² But by 2010, over 4 million students were participating in some kind of formal digital learning program. The Pre-K online population is now growing at a five-year CAGR of 43 percent—and that rate is accelerating.³

The widespread use of technology and flexible scheduling has made leveraging each student’s learning potential to his/her fullest capacity more attainable than ever. However, while emerging computer technology has been available in classrooms for many years, it has been used as a limited tool and isolated to restricted time allotments. With such non-substantial access to technology as a tool of instruction, maximizing learning gains has fallen short of what it could be. Moreover, in the traditional

¹ 2009 US Department of Education Study, "Evaluation of Evidence-Based Practices in Online Learning.

² Clayton M. Christiansen, Michael B. Horn, and Curtis W. Johnson, *Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns* (New York: McGraw-Hill, 2008), 91.

³ Sam S. Adkins, “The US PreK-12 Market for Self-paced eLearning Products and Services: 2010-2015 Forecast and Analysis,” Ambient Insight (January 2011).

educational environment, many students have become disconnected from the technology-rich collegiate and professional worlds they will encounter as adults.

The post-high-school world that awaits today's K-12 students is an ever-evolving mélange of digital innovation in which only adept learners, creative designers, and agile thinkers can thrive. As State Superintendent Jack O'Connell said in his State of Education address of 2006, "In the workforce of today and tomorrow, our students won't compete with just the top students in California or across this nation. They'll compete with many millions of young people entering the global workforce from developing countries in every corner of the world... And every segment of our education system should prepare our students with our rigorous academic content standards through curriculum that relates to the real world our students will face."⁴

For future San Diego County and Coronado students to be adequately served by public schools, our educational system must understand burgeoning trends.

The San Diego Association of Governments (SANDAG) is composed of 18 cities and county government who serve as the forum for regional decision-making. SANDAG is governed by a Board of Directors composed of mayors, councilmembers, and county supervisors from each of the region's 19 local governments. The Board of Directors is assisted by a professional staff of planners, engineers, and research specialists. Between the years 2004 and 2030, the San Diego region will grow by approximately one million people, 290,000 new homes, and roughly half a million jobs. As is the case today, population growth is expected to continue to outpace home construction. Over time, this imbalance will result in an increase in household size (the number of persons per household), a decrease in vacancy rates, and an increase in the amount of interregional commuting, primarily from southwestern Riverside County and northern Baja California.

SANDAG estimates that there are currently 4121 children living in Coronado between the ages of 5 and 19. Since the enrollment in Coronado Unified School District is currently at 3100 students, there are approximately 1000 children (25%) who are not being served by the traditional education techniques of Coronado schools.

For San Diego County's K-12 students to succeed upon graduation, the educational system must make them experts in the digital tools of today's world.

Coronado Digital Academy is a charter school created by a group of progressive-thinking educators, parents, and community members to solve the lack of confluence between academic school life and the technological reality of daily living during this digital age. The Academy will integrate computer technology with a 21st Century curriculum accessible online and in interactive formats. Digital instruction will be implemented to create a variety of individualized learning programs, with tailored content and methods employed to meet the needs of each student.

⁴ www.ca.gov/eo/in/se/yr06stiitcorcd.asp Page 4.

The Academy will fulfill the vital need for an all-inclusive learning environment that combines rigorous course content, flexible scheduling, and multiple technology-based learning opportunities, thereby providing an alternative to the traditional structures and methods of brick-and-mortar education. The new digital curriculum will be designed via a strict adherence to the California Common Core Standards—the overriding goal of which will be to inspire creativity, innovation, and an intrinsic love for learning. Graduates of the Coronado Digital Academy will also develop all requisite specialized skills for career success in our digital world.

b. Vision

Imagine a school where concept mastery, skill development, and knowledge acquisition can be acquired through student engagement in virtual simulations and via interactive online resources—in addition to or instead of traditional textbooks. Imagine a community where students can engage in hundreds of virtual library connections per day to access real and just-in-time information needs. Think about the possibilities of an environment where overheads or vinyl boards are replaced with multimedia presentations that include a sequence of newly-developed programs integrating sound, video, and graphic movement—where lesson review is as easy as hitting a “replay” button.

With the recent development of vast libraries of new software and web-based programs for computers, tablets, Smartphone, and other new technologies, a dramatically-enhanced learning model is now possible and affordable. As hundreds of schools around the country have already shown, students today are successfully engaging in digital learning onsite, online, and via combinations of both.

The founders of the *Coronado Digital Academy* believe that, with the right digital tools in place, a powerful educational experience can be created that integrates standards-based learning with the technological realities of our students’ daily lives. When education imitates life, students never stop learning how to learn and, therefore, gain more knowledge and experience that will prepare them for a constructive future. This lofty aspiration is what the *Coronado Digital Academy* intends to achieve.⁵

⁵ Staker, Heather. *The Rise of K-12 Blended Learning*. Innosight Institute, 2011.

c. Mission

Coronado Digital Academy will meet all students at their entry level of knowledge and provide them with a variety of learning pathways as well as flexible scheduling in order to customize an individualized learning opportunity for each student. In addition to regular individual meetings with knowledgeable and motivating instructors, students will pursue a standards-based curriculum grounded on engaging and effective digital courses. Technological tools, not standup lectures and books, will be the drivers of an educational experience that students will greet with enthusiasm as an alternative to the more traditional educational models in which some students have not been successful.

Through rigorous academic standards, high expectations, and an innovative curriculum, *Coronado Digital Academy*, in partnership with the local community, will graduate students from its unique pathways or academies with the required knowledge and skills by which to thrive in higher education, future careers, in society, and in life. Our students will leave with the confidence and skills necessary to realize personal dreams. The Academy opportunities will be made available to all students in Coronado as well as throughout San Diego County.

d. Goals

- Integrate technical, creative, and academic education to prepare and integrate students with post-secondary education in a variety of educational pathways or academies.
- Create traditional- and digitally-integrated pathways for enrollment opportunities with community-based institutions and collegiate experiences.
- Develop social responsibility through community projects and service learning.
- Create a mechanism to increase the number of educationally disadvantaged students who can succeed in high school and post-secondary education.
- Graduate students who will be thoughtful, engaged citizens armed with advanced technological skills.
- Provide more individualized learning options and opportunities for, among others, the following students: Remedial, Advanced, and Busy/Overscheduled.
- Adapt program offerings and scheduling to provide greater student access for those with familial or occupational obligations.

e. Declarations

The *Coronado Digital Academy* charter school shall be nonsectarian and nondiscriminatory in its programs, admissions policies, employment practices and all other operations. The school shall not discriminate on the basis of ethnicity, race, creed, color, national origin, age, gender, disability, sexual orientation, or other basis prohibited by law. The school will not charge tuition.

Admission to *Coronado Digital Academy* shall not be determined according to the place of residence of the pupil within California, or of his or her parent.

Furthermore, *Coronado Digital Academy* shall:

- Meet all state-wide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other state-wide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Be deemed the exclusive public school employer of the employees of Island Charter Schools, Inc (ICS, Inc.), for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- Be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Admit all students who wish to attend the *Coronado Digital Academy*, and who submit a timely application, unless the *Coronado Digital Academy* 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 as described in the charter. Except as required by Education Code Section 47605(d)(2) and 51747.3, admission to the *Coronado Digital Academy* 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 as required by 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 *Coronado Digital Academy* in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- 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.

f. Parent Involvement

Decades of research show that parent participation in education is very closely related to student achievement. A recent study done by the University of Michigan determined the following: “The most consistent predictors of children’s academic achievement and social adjustment are parent expectations of the child’s academic attainment and satisfaction with their child’s education at school.” The study further asserts that, “Parents of high-achieving students set higher standards for their children’s educational

activities than parents of low-achieving students.”⁶ Furthermore, the research underscores the following important points:

Major Factors of Parent Involvement

- Three major factors of parental involvement in the education of their children¹²:
 1. Parents’ beliefs about what is important, necessary and permissible for them to do with and on behalf of their children;
 2. The extent to which parents believe that they can have a positive influence on their children’s education; and
 3. Parents’ perceptions that their children and school want them to be involved.

Courtesy of the University of Michigan. http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf

The Michigan research highlights the concrete benefits of parent involvement for students, including higher grades and test scores, higher graduation rates, and greater enrollment in post-secondary education. Accordingly, effective and consistent parental involvement is a critical component for the success of the charter school, and thus the school will partner with parents through the site governance structure, the School Site Council, and through a partnership with the Parent, Teacher, and Student Association.

The *Coronado Digital Academy* will work closely with parental representation through regular meetings and open communication with each of these groups. Furthermore, the *Coronado Digital Academy* will ensure parental representation for all subgroups.

Element 2: Educational Philosophy and Program

a. Whom will the *Coronado Digital Academy* educate?

According to current School Accountability Report Card (SARC) data, there exists an achievement gap amongst students residing in the area of the proposed campus. White students are greatly out-performing students of different subgroups (including under-represented students) as measured by standardized testing data maintained by the California Department of Education (CDE).

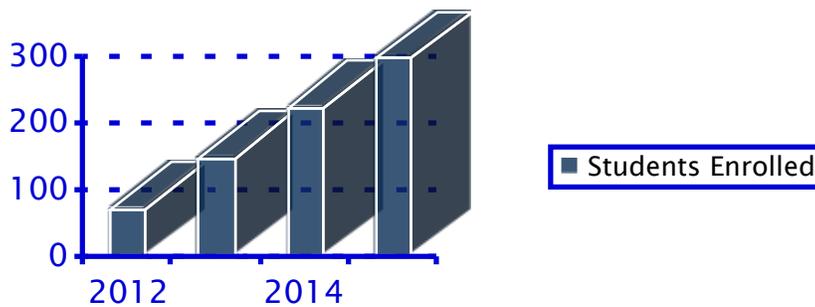
The *Coronado Digital Academy* will also be open to students from other districts wishing to participate in a unique, technology-based, and customizable high school experience. The program will provide under-achieving students of all subgroups opportunities to

⁶http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf

thrive academically, bridging the traditional achievement gap that many “mainstream” schools maintain.

The *Coronado Digital Academy* is a charter school that will be open to ALL students, irrespective of gender, ethnicity, national origin, etc., who seek an exceptional education in a digitally-enriched setting. The charter school will include three program dimensions: (1) classroom-based, (2) hybrid learning^a, and (3) digitally-based educational programs serving grades nine through twelve, with a projected enrollment of 300 students in grades 9-12 by the 2015-16 school year. (“Hybrid,” or blended learning, is a mixing of different instructional environments combining traditional face-to-face classroom methods with more modern [computer-mediated activities](#).)

The school will comply with minimum age requirements for public school attendance (Ed. Code 47610(c)) and will maintain student records in accordance with Education Code section 47612.5.



Representation of Projected Enrollment at *Coronado Digital Academy*

b. What does it mean to be an educated person in the 21st Century?

The purpose of education today is to prepare people to lead productive lives in an ever-changing and more globally complex world. Advances in technology have created a “knowledge economy” (Cohen, 2007), in which a new global norm reflects the transition from national, manufacturing-oriented societies to that of an inter-national, information-driven society. More and more, advances with the internet and other means of rapid communication, as well as instant access to information (7 days a week, 24 hours a day), continue to change the way people communicate, learn, and work. People today work globally and instantaneously, forming new types of communities, networks, and relationships. Therefore, an educated person in the 21st Century is prepared for life in a knowledge economy with an appreciation for the diverse tapestry of a globally complex world.

Consequently, educated people in the 21st Century need to have a wide variety of skills, knowledge, and traits. Yet the educated person of tomorrow will need to find a balance between the increasing demands of society and the human dimensions of life, seeking out an understanding of art, music, dance, physical well-being, and responsible global citizenship. An educated person of the 21st Century, therefore, will:

- Use self knowledge to identify learning goals and needs
- Be capable of collecting, analyzing, interpreting, disseminating, and evaluating information
- Have a strong knowledge of digital literacy and technology
- Use inquiry and a design-thinking to solve problems innovatively
- Have multi-faceted educational experiences, including exploring one’s own creativity
- Think critically and creatively
- Work in a collaborative manner with flexibility and resiliency

Freshmen in the *Coronado Digital Academy* will be the citizens, workforce, and scholars of 2020 and beyond. A *Coronado Digital Academy* education will provide these students a firm foundation from which to become a successful and well-educated people in the 21st Century.

Digital schools and schools offering blended (or “hybrid”) learning are becoming common in K-12 education as leaders seek innovative ways to meet the needs of today’s students and families. In fact, 45 of the 50 states, plus Washington D.C., have established some form of virtual education available to K-12 students (Watson, Gemin, Ryan & Wicks, 2009), and “online programs run by a single district, for students in that district, represent an emerging category of online learning activity” (p. 7). The National Education Technology Plan, released by the U.S. Department of Education in January 2005, recommended that all students have the opportunity to take online courses; and that all teachers should be provided with professional development to allow success in these endeavors (U.S. Department of Education, 2004). Students indicate interest in taking online courses beyond what is available to them at their school site, according to 2008

Project Tomorrow survey results (released in 2010). Schools now find themselves in the unique situation of competing with other schools and organizations seeking to attract students into virtual schools. Boundaries created to keep students in neighborhood schools are no longer effective in keeping enrollment intact. The world of education is definitely changing!

E-learning experiences prepare students to become lifelong learners while acquiring essential 21st Century skills. Many researchers concur that these experiences provide skills that prepare students to lead productive lives in a global, digital, information-based society. Online course design, interactive content, and carefully planned activities can truly engage K-12 students who participate in virtual school settings. However, traditional school structures are not well suited for supporting the needs of virtual schools. For this reason, many districts have opted to open charter schools to provide virtual learning options for their students.

c. How Learning Best Occurs

The learning environment is critical to the success of any program and the engagement and enthusiasm of students. The learning environment of the *Coronado Digital Academy* is designed around the needs of each learner, as described below:

- With a digital delivery emphasis, the instructional design incorporates the classical principles of liberal arts education. It encompasses abstract thought, aesthetic appreciation, and inquiry that integrate each student's unique linguistic and cultural traditions. Instruction is language-focused and teaches the tools of logic for the organization of knowledge—equipping all students with the ability to express conclusions effectively.
- The curriculum is standards-based and provides course content that is unified and cumulative. Students are taught to recognize how standards in one content area relate to another, and how basic knowledge learned is the foundation of more complex ways of thinking.
- The curriculum will meet all State of California standards in Math, Science, Social Sciences, and Language Arts, with high expectations for all students.
- Customized experiences: Students will benefit from flexible learning environments and customized learning plans for remedial and accelerated learning needs.
- A-G requirements and Advanced Placement opportunities will be available for all students.
- Technical and passion-based pathway opportunities such as the visual, performing arts, culinary arts, digital media arts, and green engineering will be integrated into the curriculum or have its own pathway and/or academy.
- Coronado Digital Academy avoids tracking groups of students that limit their options and potential whenever possible. Teachers are personal coaches and mentors to their students. All learning materials provided through Coronado Digital Academy are made available at no cost to the student.

- Diverse Environment: Families and staff of all races, religions, persuasions, and circumstances will feel at home at the *Coronado Digital Academy*. Teachers serve as individual coaches and mentors to their students.

d. Educational Program

Coronado Digital Academy offers several innovations that founders believe will result in breakthrough gains in both student performance and financial sustainability. The following chart compares the *Coronado Digital Academy* approach to the traditional school model, highlighting the Academy’s advantages for both teachers and students.

Innovation	Traditional School Model	<i>Coronado Digital Academy</i>
Technology-Infused Curriculum	<ul style="list-style-type: none"> • Textbook-driven curriculum, with technology serving a supplementary role • Curriculum focused on core standards, with other content often neglected 	<ul style="list-style-type: none"> • Technology based curricula and educational online tools are fully integrated into the learning model • Standards –based curriculum is enriched with electives and 21st Century Skills e-learning classes
Variety of online and offline learning modalities	<ul style="list-style-type: none"> • All students are expected to learn the same standard, in the same way, at the same time • Majority of learning time is spent in a classroom, with teacher providing top-down instruction 	<ul style="list-style-type: none"> • Student engaged in a variety of learning modalities • Modalities include threaded discussions, real-time tutorial (such as Khan Academy video library), interactive discussions, web-based interventions, targeted learning software, etc. • Personalized Learning Time <ul style="list-style-type: none"> -Core Instruction -Collaborative Learning -Exploratory Learning Time

<p>Extended time for learning</p>	<ul style="list-style-type: none"> • 7 hr school day • 180 day school year • Opportunities to extend learning time constrained by cost 	<ul style="list-style-type: none"> • Courses offered similar to college courses, with flexible hours and meeting days. Additional learning time made possible without additional cost because of the flexible model
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<p>Attention to individual student needs</p>	<ul style="list-style-type: none"> • Minimal differentiation of instruction • Due to large class sizes and scheduling constraints, teachers have little time to focus on individual students and their needs 	<ul style="list-style-type: none"> • Each student has a Personal Learning Pathway or is part of a digital academy pathway • The level, mode and pace of instruction are targeted to his/her individual needs • School schedule and staffing model provide ample opportunity for teachers/tutors to meet with students individually, or in small groups
<p>Extended time to support high quality teaching</p>	<ul style="list-style-type: none"> • 1 prep period daily • Prep times staggered, making it difficult for teachers to collaborate • 2-3 days per year dedicated to professional development & collaboration 	<ul style="list-style-type: none"> • Integrated prep and collaboration time • Collaborate in Digital Learning Community similar to Professional Development Learning Communities (PDLCL) • Takes place during the extended school day; this planning time gives teachers ample opportunity to review real-time performance data, collaborate with colleagues, and customize digital instruction while refining strategies.

<p>Technology support for quality teaching</p>	<ul style="list-style-type: none"> • Limited tools and lack of integration make storing and accessing information more time- consuming and inhibits the teacher’s ability to analyze and use data 	<ul style="list-style-type: none"> • Rich array of technology resources enhances teachers ability to be creative and use data more effectively • Seamless integration of all technology components, with a single sign-on, enables teachers and administrators to be more efficient
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Research Basis: Why Online Learning Is Necessary

The use of technology and online learning must play a pivotal role in the education of our children today and into the future. Many students in this 21st Century do not think of technology as something separate from daily life, and perhaps online learning should not be thought of as separate from the teaching and learning that goes on in schools every day. The sooner we embrace the reality that learning happens not only by sitting in a classroom for fifty minutes but by also including the interactive tools available, the better off this millennial generation will be. After all, from the perspective of contemporary students, anything less is "old school."

What's more, if the high-tech tools students employ and enjoy in their daily lives continue to far outpace the more traditional modes of education offered in the classroom, today's students might become even more apathetic and disconnected from their own education.

Beyond the use of technology, present-day expectations signal an age that requires alternative kinds of learning beyond those currently established. If students are to be successful in meeting California's rigorous content standards, they must be taught to think broadly, intensely, and creatively. All too often, education is fragmented and confusing to our students. There is no greater task for education than to teach students to learn how to learn.

Instead of teaching students a series of fragmented facts in departmentalized subject areas, *Coronado Digital Academy* will utilize advanced technologies to teach students the integrated 21st Century skills of learning how to think, mastering how to learn, and solving real-life problems—the basic principles of a classical education.

Digital Learning Flexibility

Coronado Digital Academy strives to promote effectively the best education for students from all walks of life and all levels of learning proficiency. Because a majority of

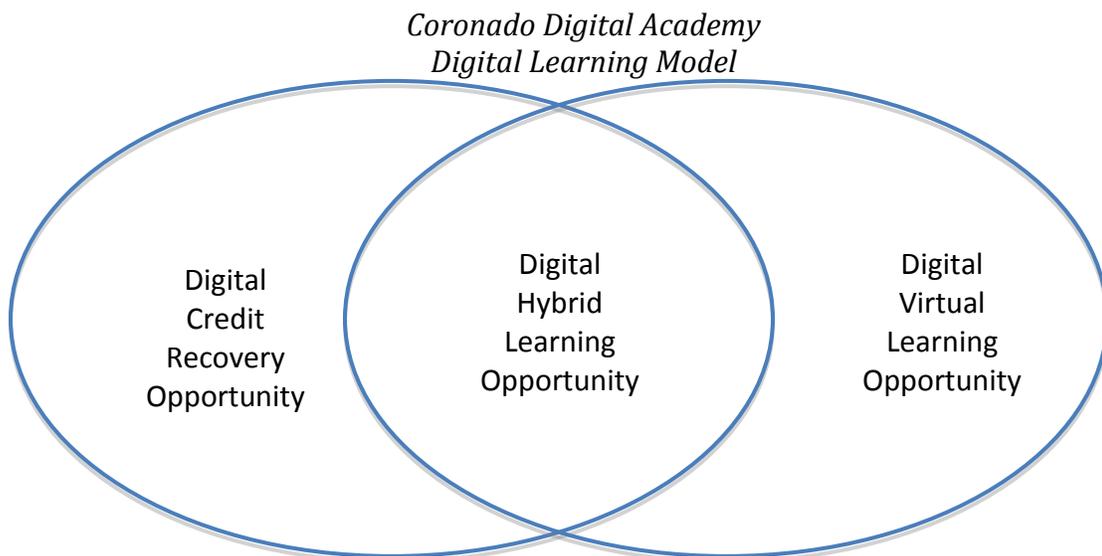
Academy coursework can be done online, students who have jobs, who are seeking credit recovery, who have unique personal settings, who are in military families, or who want to take concurrent enrollment at a community college or a state university—all can be provided equal access to academic success.

Scope and Sequence

Utilizing the Curriculum Frameworks for California’s Common Core Standards, teachers will work collaboratively to create an instructional road map for individual students based on backward-design strategies and/or integrate students into academy strands. This road map will include all grade-level Common Core Standards in English/Language Arts, math, social science, natural science, and the arts. Each instructional roadmap will also include standards for technology mastery.

Assessments will be used for the purpose of ensuring student growth and development toward mastery of all standards. Early interventions are critical in the road-map process to guarantee student success throughout the learning journey. Teachers will build instructional capacity and participate in Professional Digital Learning Committees to calibrate rigor and continuously monitor student success. In addition, based on their prior professional experience, teachers will organize and share previously used instructional strategies and compile resources proven to ensure success.

The diagram below and subsequent category descriptions reflect an illustration of *Coronado Digital Academy's* scope:



Digital High School Model

Teachers are the architects of their courses and in academy pathway design. *Coronado Digital Academy* teachers develop courses leveraging all digital tools, which include learning networks, online publisher materials, web sites, Wimba (tools for synchronous and asynchronous webinars), learning software, and threaded discussions. All instructional elements are housed in a learning shell, commonly referred to as a learning management system. Once courses are developed, they will be modified to meet individual needs of learners in a digital and/or “blended” (or hybrid) online environment, as instruction can be facilitated in class as well as in the digital environment. (“Hybrid,” or “blended” learning, is a mixing of different instructional environments combining traditional face-to-face classroom methods with more modern [computer-mediated activities](#).) Courses will vary to meet A-G requirements and/or credit recovery, depending on the needs of the students. Vendor-developed courseware may be purchased to provide digital delivery such as Avaneta, K-12, Apex, etc., to fill learning gaps or provide program supports for the students—with over 120 course opportunities.

Extended Learning in a Hybrid Format

The digital platform at *Coronado Digital Academy* allows students to take curriculum paths not otherwise available to them through traditional vendor or *Coronado Digital Academy* developed courses. Specialized programs integrated with the creative and performing arts, digital arts, or community college integration are possible through the digital environment with a tailored program of community/school partnerships and/or community course offerings. The personalized paths are dependent on student interest and community-based resources. Targeted instructional software allows for intervention for identified gaps in learning outcomes. (An example of an instructional software lesson on “Binomials” is illustrated in the box on page 18.)

Credit and Dropout Recovery

Coronado Digital Academy presents an innovative opportunity for students who wish to make up credits they may be missing for a timely graduation. It also creates an opportunity for students hoping to recover from a dropout situation. This opportunity is made available by the convenience of digital learning, which allows coursework to be done from a student’s home at any time, or in conjunction with tradition classroom teaching. Whereas traditional learning requires students to travel to a specific site at a specific time, *Coronado Digital Academy* can create a program that allows students to complete their graduation requirements around school, work, and personal schedules.

Methodologies

The *Coronado Digital Academy* instructors will incorporate a variety of instructional strategies to meet the learning needs of all students. These methods may include, but are not limited to the following: Personalized Digital Learning Time; Core Instruction Time; Collaborative Online Learning Time, through threaded discussions and education networks; Exploratory Learning Lab Time; Extended School Day Time for Learning; and Personalized Learning Plans.

Statistics: Lesson 8 - Binomial Probability Distribution Credits Help

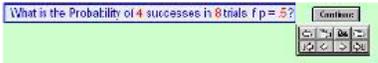
←
Bernoulli Trials
Binomial Distribution Definition
Binomial Example: Tossing a Coin
Binomial Example: Catching Colds
Normal Approximation
→

Binomial Example: Tossing a Coin

Suppose you flip a fair coin 8 times. Suppose you define a success as a head. Also, assume the coin is fair so that $p = .5$. The binomial distribution allows you to answer questions like what's the probability of 4 heads in 8 flips, or what's the probability of between 2 and 5 heads in 8 flips, or what's the probability of getting outside 2 and 5 heads in 8 flips. You can use the Binomial Tool to find these probabilities.

Open the Binomial Tool. Once you open the tool, click on the Next button twice to access Probability Tools for Binomial Distribution. Suppose you flip a fair coin 8 times. Define a head as a success, with $p = .5$. What is the probability of $r = 4$ successes in 8 trials when $p = .5$? You will use the Binomial Tool to answer this probability question.

What is the Probability of 4 successes in 8 trials if $p = .5$? Continue





Flip a coin 8 times

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Sample Online Learning Interface from NROC

e. Meeting the needs of Special Learners

The *Coronado Digital Academy* is committed to meeting the needs of every learner. Each student will have a customized learning plan. Formative and summative assessment data, as well as teacher observation will be used to closely monitor student progress and achievement. Below is an outline of how all learners will find success.

Gifted and Talented Education (GATE)

The *Coronado Digital Academy* provides a rigorous academic program, which challenges all students—including students who are achieving substantially above grade level. The nature of our educational model uses technology to target instruction at the students' point of need. The self-leveling nature of these technology-based tools permits students to develop deeper understandings and create unique projects. Rigorous digital curricula, such as Compass Learning's Odyssey, Study Island, and Aleks, will address the needs of the Gifted and Talented Learner. GATE students will be identified using the RAVEN assessment as well as via diagnostic academic performance.

Remedial Learners/At-Risk

Staff will closely monitor student progress and achievement by following and monitoring each customized learning plan. Students who are achieving substantially below grade level, as identified by teachers using multiple measures (including CST scores in Math and Language Arts), and benchmark assessments will be considered "At-Risk." If a student is identified as being At-Risk, the student will be referred to the Student Success Team (SST) process. Based upon collective input from the SST, a research-based intervention will be provided and student progress will be monitored. Interventions allow teachers to address specific skill deficiencies and target instruction for individual

students. The RTI model (Response to Intervention) will be used to determine if the intervention is successful or if further measurements are necessary, such as Special Education evaluation.

Plan for Students Academically Low Achieving

The *Coronado Digital Academy* will provide targeted instruction for all students, including those identified by staff as low achieving and/or under-performing students. Pupil progress and achievement will be closely monitored via customized learning plans. Targeted instruction will be provided using research-based instruction and/or technology-based SMART programs that hone in on student learning gaps /deficits, providing targeted instruction and practice.

Special Education

In cooperation with the district, the *Coronado Digital Academy* will comply with district, SELPA, state and federal laws for special education, implementing special education services including the following: 1) Child Search/Find efforts (such as the establishment of a Student Success Team (SST) process to exhaust all general education alternatives); 2) evaluative testing procedures for the identification of children with disabilities; and 3) annual in-service for faculty regarding identification of learning disabilities in students.

Special Education students will be served by the Coronado Unified School District Special Education and Student Services Department as outlined in a Memorandum of Understanding (MOU). The MOU will establish clear lines of communication and function relationships between the administration and staff of *Coronado Digital Academy* and their district special education counterparts as the IEP process is implemented to better meet the needs of student with disabilities. The charter school will have an on-site Special Education Resource Teacher who will instruct students according to existing parameters as written in the various IEP's via small group or individualized instruction. The *Coronado Digital Academy* will comply with the provisions of Education Code §47641 by supporting the district's implementation of special education services and will make facilities available in a manner consistent with the district's need to provide services to all special education students. The *Coronado Digital Academy* will contribute an equitable financial share to district-wide special education encroachment pursuant to Ed Code 47641 and as defined in the Special Education MOU.

English Language Learners

The goal of the English Language Learner Program is to provide English Language Learners (ELLs) with a comprehensive program that develops English fluency while maintaining access to a rigorous academic core curriculum within the regulations set forth by the State of California and the United States Office of Civil Rights. The Home Language Survey will be given to all students upon enrollment in order to identify English Language Learners (ELLs). Those students whose primary language at home is other than English will be given the California English Language Development Test (CELDT) within 30 days of enrollment. Students who qualify as ELLs as a result of this assessment will be tested annually until they are reclassified, in accordance with district, state, and federal provisions. A core of *Coronado Digital Academy* teachers will be trained and certified in Cross-Cultural Language Acquisition Design (CLAD) as required by the state for instructing ELLs.

Each ELL student will have a customized learning plan that will include English Language Development (ELD). ELLs will have full access to all content and curriculum. Instruction will be made comprehensible by the use of instructional strategies and methods for Specially Designed Academic Instruction in English (SDAIE), to include Total Physical Response (TPR), visuals, graphic organizers, GLAD (Guided Language Acquisition Development) strategies, and technology-based language development programs, such as (but not limited to) Rosetta Stone and Compass Learning's Odyssey.

Instructional staff will provide primary language support for homework and classroom assignments through the use of technology and state approved materials in the ELLs' native languages. In addition, staff will support ELL parents by providing translation for parent newsletters and other forms of school-home communication. The school will follow protocol for School Site Council membership by including a parent from the ELL population as a member of the Council.

f. Staff Development

Staff Development at the *Coronado Digital Academy* will center on Professional Digital Learning Communities (PDLC) based upon the work of Rebecca and Rick DuFour. PDCL's will allow teachers time to collaborate and reflect on student achievement data as well as individual student progress. Collaboration time will be built into the master schedule. Professional collaboration will occur between teachers of common educational strands within the same grade level, as well as across the different grade levels.

In addition, staff development will include best instructional practices from current educational research. Teachers will be given opportunities for training on-site, in addition to other seminars and conferences throughout the year. Staff development will be a continuous and reflective process woven into the culture of the *Coronado Digital Academy*. Professional development will operate as an "ethos of continuous improvement."

The school's operational structure will incorporate weekly collaboration time for the purpose of building teacher capacity in skill development and competency. The CEO and/his or her designee will implement a data-driven Professional Development Plan and process for analyzing benchmark data, reviewing student work products, modifying curricula, and adopting effective instructional strategies. The staff development plan will be an ongoing effort focused on instruction, implementation, review, assessment, and further modification based on results of the data.

Element 3: Measurable Student Outcomes and Measures of Assessment

While Coronado Unified School District has been successful with meeting the needs of average to above average students, an examination of data from 2007 to the present shows that CUSD schools struggle to meet the needs of students performing at below basic and basic proficiency levels as well as students in the advanced range. This trend is evident in both English/Language Arts (ELA) and mathematics. Data from Annual Yearly Progress (AYP) for all CUSD students reveal that from 2006 to 2011, targets for all students have been met, yet have shown virtually no growth over time, flat lining at proficient or advanced for both English/Language Arts and mathematics. Also, significant demographic subgroups such as English Learners and Students with Disabilities, have also shown little growth over time in both of these areas.

California Standards Test (CST) data also shows that students in Coronado Unified Schools outperform students who are minimally proficient statewide in nearly every cluster in both ELA and mathematics in every grade for the past three years by approximately 12%. However, when compared to students statewide who perform at minimally advanced ranges, CUSD students fall short in most clusters in ELA by approximately 8%. In mathematics, the difference between Coronado's students and minimally advanced students throughout California is much higher, at approximately 14%. The same trends of exceeding California's proficient students yet falling far behind the state's advanced students are true in science and social science over the last six years.

Traditional instructional delivery, lack of course offerings, less flexibility for students, diminishing resources, funding limitations, small administrative staff, 40% mobility district-wide, and the lack of a district-wide response to intervention contribute to the lack of growth for students, especially those on the bookends of being in the average to above average range. Opportunities offered through the *Coronado Digital Academy* for remediation and enrichment through a personalized education plan would advance CUSD's students and help cause the data trajectory to move upward for all.

a. Measurement of student outcomes

The *Coronado Digital Academy* will target all requirements for academic standards as adopted by the State Board of Education as applicable to charter schools in accordance with the California Charter School Law. *Coronado Digital Academy* will align curriculum with the California Common Core Standards. These standards will be implemented throughout the curriculum, including standards-based benchmarks for

learning at all grade levels. Teachers have a working knowledge of these standards and are accountable for using them as markers to assess academic progress for each student.

Quantitative Assessment Tools

The quantitative assessment tools may include, but are not limited to, the California High School Exit Exam (CAHSEE); S.T.A.R. and CSTs (the California State Standardized Testing Program); A-G Requirements of UC Schools; teacher developed rubrics; technology-based assessments/reports; and annual graduation rates. Implementing these assessments and measures will ensure that:

- Students will achieve grade level proficiency in English/Language Arts, Math, Science, and Social Sciences.
- Students will meet all A-G requirements, including foreign language completion.
- Students will be adept inquirers and flexible thinkers capable of solving problems effectively.
- Students will understand and develop digital literacy.

Qualitative Assessment Tools

Assessment tools will be in place to measure the quality of the *Coronado Digital Academy*'s effectiveness. These assessments will include, but are not limited to, school-wide rubrics, teacher surveys, student surveys, community questionnaires, analyses of course rigor, and graduation rates. Implementing these guidelines and measures will ensure that:

- Students will become life-long learners who possess a positive attitude toward school and learning.
- Students will embrace diversity and respect other cultures.
- Students will treat themselves, other students, staff and the physical plant with respect.

b. Methods of assessment

The *Coronado Digital Academy* will comply with all state (i.e., Academic Performance Index) and federal (i.e., Adequate Yearly Progress) assessment and accountability requirements applicable to charter schools. The school will certify that its pupils have participated in the state S.T.A.R. testing program. In addition, The *Coronado Digital Academy* intends to monitor student progress through standardized testing templates, teacher observations, written and oral assessments, textbook assessments, summative tests, and digital skills assessments. These multiple assessments will help teachers adapt a curriculum to specific student abilities. Following each testing cycle, data will be collected and evaluated by the PDLC learning community as a formative tool to adjust and evaluate student-learning pathways.

In addition, the school will issue comprehensive standards-based report cards. Parent-Teacher meetings will be established for the purpose of reviewing student achievement.

The following chart provides the pupil outcomes with related performance indicators that *Coronado Digital Academy* shall pursue to monitor student progress, towards meeting Academy goals and the academic performance of its student population.

Curricular Pupil Outcomes	Tool	Performance Indicator (Goal Target)	Frequency
English/ Language Arts	S.T.A.R.	Annual 5% increase in the % of students demonstrating proficiency	Annual
	CELDT	Annual meeting the Annual Measurable Objectives (AMO U\ and AMO #2) for English Learners	Annual
	LOCAL	Teacher/computer assessment indicating 70% proficiency	On-going
	LOCAL	K-6 annual 5% increase in % Proficient as measured by (MAP)	3x/year
Mathematics		Annual 5% increase in the % of students demonstrating proficiency	Annual
	LOCAL	Teacher/computer assessment indicating at least 70% proficiency	On-going
	LOCAL	K-6 annual 5% increase in % Proficient as measured by (MAP)	3x/year
Science	S.T.A.R.	Annual 5% increase in the % of students demonstrating proficiency	Annual
	LOCAL	Teacher/computer assessment indicating at least 70% proficiency	On-going
History-Social Science	S.T.A.R.	Annual 5% increase in the % of students demonstrating proficiency	Annual
	LOCAL	Teacher/computer assessment indicating at least 70% proficiency	On-going
Life-Long Learning Outcomes		Performance Indicator (Goal Target)	
Study Skills	LOCAL	Annual 5% increase in positive responses on student surveys	Annual
	LOCAL	Annual 5% increase in number of students entering college	Annual
	LOCAL	Annual 5% increase in referral to CW Community Service	Annual
School-wide Measures		Performance Indicator (Goal Target)	
Accountability Index	API	Annually meet target growth API	Annual
	API	Attain and maintain statewide ranking of at least "5" at a minimum	Annual
Adequate Yearly Progress	AYP	Annually meet all AYP criteria	Annual
	AYP	Annual 85% participation rate in testing	Annual
Graduation Rate	CAHSEE	Annual 85% passage of CAHSEE for both subtests	Annual
Classical	LOCAL	Surveys, questionnaires,	Annual

Education		observations, level of student performance	
Technology	LOCAL	Student projects, demonstrations, exhibits will demonstrate appropriate use of technology.	Annual

Annual parent surveys will be conducted to measure the levels of parent participation and satisfaction with all aspects of the educational program. In addition, the School Accountability Report Card (SARC) will be developed, published, and disseminated annually.

The *Coronado Digital Academy* will comply with all state assessment and accountability requirements applicable to charter schools. The school will certify that its students have participated in the state testing programs in the same manner as other district students.

The school will employ district methodologies to measure the following rates:

- Student achievement on mandated state testing
- Student attendance
- Work products/projects in lieu of attendance

The school will make available a traditional transcript for each student in order to ease the transfer of credits to other schools; to facilitate admissions to colleges or universities; and to better communicate with parents. Students will earn traditional scholarship grades for completed coursework.

The school will maintain up-to-date written and/or digital records documenting pupil work in lieu of attendance and shall make these records available for audit and inspection.

All students entering the school for the first time will be assessed using various instruments to determine various levels of ability, including reading, math, and language proficiency. For students entering mid-year, basic skills assessments will be administered along with a review of student transcripts and report cards for placement purposes.

Element 4: Governance Structure of School

a. To Be Operated By Island Charter Schools (ICS), Inc.

The *Coronado Digital Academy* will be a direct-funded charter school authorized by the Coronado Unified School District. The school shall be operated by Island Charter Schools, Inc. (ICS), an independent 501(c) (3) California non-profit public benefit corporation established for the purposes of running charter schools. The *Coronado Digital Academy* will be operated as a division of ICS. The Board of Trustees of ICS will have the fiduciary responsibility for the operation of the *Coronado Digital Academy*. ICS will be governed in accordance with applicable California Corporation Code Sections.

The ICS Board will be responsible for:

- Hiring and evaluating the Chief Executive Officer (CEO) of the school.
- Approving and monitoring the implementation of general policies of the school.
- Developing and monitoring an operational business plan that focuses on student achievement.
- Approving and monitoring the school’s annual budget.
- Contracting an external auditor to produce an annual financial audit, according to generally accepted accounting practices, and certifying the audit prior to submission to the District.
- Contracting for services as needed.
- Regularly measuring progress of both student and staff performance.
- Involving parents and the community in the support of school programs.
- Executing all other responsibilities provided for in the California Corporations Code, The Articles of Incorporation Bylaws, and this charter necessary to ensure the proper operation of the school.

Island Charter Schools, Inc. (ICS) will be managed by its CEO, with duties and responsibilities as delegated by the Board of Directors.

The ICS Board of Directors is expected to have five members. The Coronado Unified School District (CUSD) shall be entitled to a representative on the Board.

The ICS Board of Trustees will be responsible for selecting and evaluating the CEO of the *Coronado Digital Academy*. ICS will adopt a Conflict of Interest Code.

The initial composition of the Board shall include the following: one representative of the Coronado Unified School District; one experienced educator who may have five years or more teaching and/or leadership or staff development experience; one parent of a student enrolled in the program and who may have leadership experience; one university associate or adjunct professional with experience in K-12 program development or implementation; and one representative with leadership experience in a community organization or prior governing board experience.

b. The Role of the CEO

Although the Chief Executive Officer of the *Coronado Digital Academy* is the final decision maker with respect to day-to-day operations of the school, he/she will report to Island Charter Schools, Inc. (ICS) which will approve the school’s policies and monitor progress outcomes.

The CEO, in collaboration with staff and parents, will develop each of the following:

Policies and Procedures

Propose and implement policies and procedures which are consistent with this Charter for the operation of *Coronado Digital Academy*.

a. ***School Staff***

Hire staff, develop staff training programs, create class organization, and implement student supervision schedules and determine the support needs of the staff and students of *Coronado Digital Academy*.

b. ***Operating Budget***

Develop annually an operating budget reflecting revenues, including but not limited to categorical and block grant revenues, lottery funds, Title I funding, and any additional grant funds or sources of revenue, including donations available for the operation of *Coronado Digital Academy*.

c. ***Facilities Maintenance/Capital Budget***

Make periodic assessments of the physical condition of the school facilities and provide recommendations on facility needs, costs, time schedules, and priorities for use in establishing budgets for maintenance and renewal of plant and growth needs of the charter school to be requested of the sponsoring district to the extent that *Coronado Digital Academy* contracts to use district facilities.

d. ***Educational Program Administration***

Provide direction and administration of the course of instruction to be offered, assure effective implementation of application and admission procedures, and measure ongoing appropriate assessment of student performance.

e. ***Other Duties***

Perform, or further delegate, such other duties as may be convenient or necessary for the operation of *Coronado Digital Academy*.

Element 5: Employee Qualifications

All individuals employed by the *Coronado Digital Academy* must possess the personal characteristics, knowledge base, and successful experiences in the responsibilities and qualifications identified in the posted position. The Chief Executive Officer (CEO) should possess a California Clear Administrative Services Credential or have equivalent training, and have 3 years of progressively higher levels of leadership experience in teaching or administration. He/she should have a minimum of 5 years of teaching and/or teacher leadership experience in charter or public schools. All teachers must hold valid California Commission on Teacher Credentialing certificates, permits, or other document equivalent to that specified for public schools by the California Department of Education. Certificated core content teachers must be highly qualified according to NCLB, and credentials shall be maintained on file in the ICS Office of Personnel. All persons must comply with the employee processing policies and procedures (to include, but not limited to, fingerprints, criminal records, employment physical, proof of identity, right to work in the United States and TB screening) of the Charter Schools Act and policies adopted by ICS.

The Island Charter Schools, Inc. shall be deemed the exclusive school employer for the employees who voluntarily accept assignment to the charter school for the purposes of the Educational Employment Relationship Act. ICS, Inc. shall have the sole responsibility and authority to select, evaluate, assign, discipline, dismiss and transfer personnel consistent with charter law, federal law, state law, and other applicable contractual arrangements. The *Coronado Digital Academy* shall endeavor to provide compensation and benefits for those teaching non-core subject areas per charter law that are equivalent to that provided to those in comparable positions at CUSD (if any) or other public schools. CUSD staff who work at *Coronado Digital Academy* who are “on loan” from the school district shall have agreed to be employees of the charter school and subject to the policies of ICS.

Element 6: Health and Safety

a. Health and Safety Guideline

The *Coronado Digital Academy* will develop and maintain a safety and emergency response plan.

The *Coronado Digital Academy* shall comply with all provisions of Education Code 44237, including the requirement that as a condition of employment each new employee and contractors or consultants not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary before they can perform any duties at the school. The requirements for criminal records review shall meet or exceed district personnel standards. All persons assigned to work at the school will be processed by the personnel department and must undergo a criminal record review.

The *Coronado Digital Academy* will comply with all requirements of CalOSHA, Family and Maternity Leave Act (FMLA), and the California Family Rights Act as required under the law for Charter Schools.

Records of student immunizations shall be maintained, and staff shall honor the Coronado Unified School District requirements for periodic TB tests. The *Coronado Digital Academy* will require all enrolling students and staff to provide documentation of immunization in accord with requirements of the Health and Safety Code Sections 120325-120375 and CA Administrative Code Section 6000-6075. This includes immunizations for polio, diphtheria, tetanus, pertussis, measles, mumps, rubella, and hepatitis B as described in Department of Health Services Document IMM-231. The school will also require that all incoming kindergarten students show proof of recent dental screening, as outlined in state legislation as of 1/1/2007. The school intends to employ a nurse, or such contract services, to provide oversight of immunization requirements and annual health screenings including, but not limited to hearing, vision and scoliosis as required by law for Charter Schools. Processes outlining the administration of medication to students will be implemented according to requirement of district and state regulations. The school will provide food services for the students

attending the charter school to the extent required by law. The school may contract with the district or any other source to provide such food services.

Emphasis will be placed on positive student behavior with specific development of a code of student conduct, which embodies high expectations for all students reflected within the school culture.

The *Coronado Digital Academy* will develop further health, safety, and risk management guidelines in consultation with its insurance providers and risk management experts and will continue to update them annually.

b. Facilities

The *Coronado Digital Academy* initially plans to lease facilities that will be located within the Coronado Unified School District.

To the extent that the school leases district facilities, it will maintain those facilities in accordance with a mutually-agreed-upon Facilities MOU. In the event the school occupies any additional facilities not owned by the district, the school will maintain on file records documenting compliance with fire, health, and structural safety requirements in accordance with SB 1054 (as enacted in 2005), to the extent applicable. Appropriate disaster and safety plans will be developed and visibly posted.

Element 7: Achieving Racial and Ethnic Balance

To create a school community that reflects both cultural and economic diversity, the *Coronado Digital Academy* will attempt to recruit students from a range of ethnic, linguistic, and racial populations. The school commits itself to quantifiable efforts designed to show its commitment to a diverse student body. Recruitment strategies will include the following good faith efforts:

- Announcing the school's interest in seeking applications in publications the district provides for such purposes quarterly.
- Expend at least \$500 annually on print and electronic media, flyers and direct mail to recruit applicants of diverse backgrounds.
- Develop outreach materials in other languages, including Spanish, to reach parents who are not English speakers.
- Perform annual outreach to community groups, agencies and other organizations that have direct contact with local racial and ethnic communities.
- Develop an enrollment timeline that allows for a broad-based recruiting and application process, and that is aligned with the diverse needs and composition of the prospective population.
- Design and distribute outreach and informational materials to appeal to the various racial and ethnic groups within the San Diego County area.
- Hold outreach meetings/information distribution to reach prospective students and parents to be coordinated at local libraries.

The school will maintain auditable records of the above activities including the ethnic balance of recruitment efforts and expenditures.

The school will establish an open enrollment period of at least 60 consecutive days each year within the timeframes of Dec.1-Feb.15 and Feb.16-May 31. Notice of the open enrollment period, the admissions process, and the place of any lottery will be included in public literature. This includes publication in the appropriate recruitment materials, advertisements, and forums mentioned above.

The *Coronado Digital Academy* will continuously engage in these efforts for the life of the charter, commencing on February 1 of each successive year of the charter, unless these procedures are adopted and revised in writing by the school's Board of Trustees.

Element 8: Student Admissions Policies

a. Admissions requirements

Charter schools are schools of choice. All public students in the state are eligible to attend the *Coronado Digital Academy*. The school shall be non-sectarian in its programs, admissions policies, employment practices and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender or disability.

If more students than can be admitted apply, the following admission processes will be followed:

1. Currently enrolled students are guaranteed admissions and exempted from the lottery.
2. Siblings of students of children who are presently enrolled in the *Coronado Digital Academy* will be guaranteed admission, as space is available, and are exempted from the lottery.
3. If there are no spaces for a sibling in the desired grade, the sibling would be put on the waiting list for admission to that grade ahead of all others on the waiting list for that grade.
4. Children of faculty shall be granted a guarantee of admission, not to exceed 5% of the student population.
5. All other children will have one ballot with name on it in the drawing pool.

b. Admissions Guidelines:

- Parents of any student applying for admission must complete a non-discriminatory application during one of the school's open enrollment periods: Dec.1-Feb.15 and Feb. 16-May 31. After May 31, applications may only be received if there is an open position at the appropriate grade level. If the school waiting list exceeds 100 during any given enrollment period, the school may

choose to cancel any subsequent enrollment period for the school year in question.

- The parent or guardian of an admitted student must visit the campus at a time of his/her convenience, or attend a scheduled informational meeting, during which time a staff member details the school's expectations of both student and family. The requirement for such a visit represents the charter school's effort to help parents make an informed educational choice for their child—not as a means of exclusion.
- Student and parent must sign the School/Home Agreement.

c. Lottery Guidelines

Should the *Coronado Digital Academy* receive a number of applications from potential students exceeding the number of enrollment spaces available, the school will conduct a single, weighted, random public lottery, aligned and consistent with federal and state requirements and guidelines. The school will adopt the following rules and procedures, which will be communicated to all interested parties at least 30 days prior to holding the lottery.

The initial lottery procedures will be as follow:

1. The school will enlist the services of an outside agency or auditor (preferably from the district, County Office, or an entity recommended by the district) to monitor and verify the fair execution of all activities related to holding the lottery.
2. The lottery will take place within 30 days of closing the open enrollment period as defined above.
3. The lottery will take place on the school's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties.
4. The lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so.
5. All interested parties will be informed by the school, prior to the holding of the lottery, as to how many openings are available in the school as well as in the different grades served by the school.
6. The lottery shall draw names from a single pool of ballots or identified pools of ballots designed to establish a diverse student population.
7. The ballots shall be drawn by a representative of the outside agency or organization confirming the results of the lottery.
8. The drawing shall continue until all names are drawn. Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise.
9. Potential students on the waiting list shall provide contact information to be used in the event space becomes available. Families promoted off the waiting list shall be informed in writing and shall have 10 business days from the date of postage to respond. In addition, the school shall attempt, on at least two separate occasions, to contact the parents/guardians of “promoted” students by telephone. Those families not responding within the 10-day period will forfeit their right to enroll their student in the school for that school year. The school will not maintain a revolving waiting list from year to year. Parents who are interested in enrollment in the *Coronado Digital Academy* must re-apply after December 1st of the following year.
10. The outside organization or agency verifying the fair execution of the lottery shall confirm in writing that the lottery was conducted fairly, and the school shall keep on record copies of such confirmation.

The ICS board may revise these policies from time to time.

Element 9: Annual Financial Audits

An annual independent fiscal audit of the books and records of *Coronado Digital Academy* will be conducted as required under the Charter Schools Act, section 47605(b)(5)(I) and 47605(m). The books and records of *Coronado Digital Academy* 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 will be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide.

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, the County Superintendent of Schools, the State Controller, and to the California Department of Education by the 15th of December of each year. The Chief Executive Officer (CEO) and the audit committee of Island Charter Schools, Inc. (if any) will review any audit exceptions or deficiencies and report to CUSD regarding how the charter school proposes to resolve them, along with an anticipated timeline for the same.

The independent fiscal audit of *Coronado Digital Academy* is public record to be provided to the public upon request.

Island Charter Schools, Inc. shall maintain separate budgeting and financial records for *Coronado Digital Academy* apart from any other charter school operated by the corporation. *Coronado Digital Academy* may contract out financial services for the following:

- a) Establish and maintain a chart of accounts
- b) Provide the *Coronado Digital Academy's* annual draft budget for ICS Board consideration and approval
- c) Provide purchasing services for supplies
- d) Provide cash management services
- e) Prepare financial statements on a monthly basis
- f) Coordinate preparation of annual financial audits with an independent auditor
- g) Apply on behalf of *Coronado Digital Academy* for state block grant funding for charter schools, state and federal categorical funding, and reimbursement of state-mandated costs for which the school may be eligible
- h) Provide payroll services
- i) Assist in the acquisition of appropriate facilities for *Coronado Digital Academy*, and in the negotiation of terms and conditions under which the facility will be provided

Element 10: Student Suspensions and Expulsions

a. General Policies

The understood purpose of the suspension and expulsion procedures will be to ensure a safe and effective learning environment. Successful procedures will provide for due process, be specific and concrete, and be supported by the school community.

The *Coronado Digital Academy* will regard suspension and expulsion as a last resort. Criteria for suspension and expulsion of students shall be consistent with all applicable federal statutes and state constitutional provisions. All related hearings will conform to the applicable state and federal laws regarding discipline, special education, confidentiality, and access to records.

While suspension and expulsion are to be regarded as a last resort, the following represents some of the suggested grounds for such action:

1. The threat, causation, or attempted causation of physical injury to another person;
2. Possession of a weapon (e.g. firearms, knives, and/or explosives) as grounds for the immediate recommendation for expulsion;
3. Unlawful possession, use, sale, offer, or being under the influence of any controlled substance, alcoholic beverage, or intoxicant;
4. Theft, robbery or attempted robbery of another person's property or school property;
5. Significant damage or attempt to damage school property;
6. An obscene or offensive act or habitual profanity/vulgarity;
7. Persistent failure to respond to correction, especially as to respect for staff, respect for others, or persistent and repeated failure to follow student rules;
8. Committed or attempted sexual harassment or assault.

b. Suspensions

Prior to suspending a student, if circumstances permit, the student and his/her parents shall be given a written statement of the reasons for suspension. The student and his/her parents shall also be given an opportunity to meet with the CEO or his or her designee to present any evidence as to why a suspension should not be imposed. If circumstances require an immediate suspension, written notice and an opportunity to meet shall be provided to the student and his/her parents within three days of suspension.

Student suspension may only be applied with the approval of the CEO or his or her designee(s). *Coronado Digital Academy* will provide the student and the parent or guardian, with a written notice of suspension and the reasons therefore will provide the due process rights. A suspension may be appealed to the ICS Board that shall have the right to rescind or modify the suspension. The parents or guardians of the student will have ten days from delivery of the written notice of suspension to declare in writing their request for an appeal. The ICS Board shall convene a hearing within fifteen (15) days of the receipt of a timely request for an appeal. At the hearing the student shall have the right to representation, the right to present evidence, the right to confront and cross-

examine adverse witnesses, and the right to question *Coronado Digital Academy* representatives. The written notice to the student of the proposed disciplinary action must advise the student of the above-listed rights, and must specify the date, time, and place of the disciplinary hearing. The ICS Board members will consider evidence and/or testimony, as it deems appropriate, and render a written decision that shall be in the best interests of the student and the school within three days.

If the student is found to have been suspended in error, then all evidence of such action will be stricken from the permanent student cumulative file.

c. Expulsions

Prior to the recommendation for expulsion of a student, if circumstances permit, the student and his/her parents shall be given a written statement of the reasons for the expulsion. The student and his/her parents shall also be given an opportunity to meet with the CEO or his or her designee to present any evidence as to why an expulsion should not be imposed. If circumstances require an immediate expulsion, written notice and an opportunity to meet shall be provided to the student and his/her parents within 24 hours of the expulsion.

A student expulsion may only be applied with the approval of the *Coronado Digital Academy* CEO or his or her designee(s). The *Coronado Digital Academy* will provide the student and the parent or guardian, with a written notice of the expulsion and the evidence thereof, providing due process rights. An imposed expulsion may be appealed to the ICS Board, which shall have the right to rescind or modify the expulsion. The parents or guardians of the student will have 10 days from delivery of the written notice of expulsion to declare in writing their request for an appeal. The ICS Board shall convene a hearing within ten days of the receipt of a timely request for an appeal. At the hearing the student shall have the right to representation, the right to present evidence, the right to confront and cross-examine adverse witnesses, and the right to question *Coronado Digital Academy* representatives. The written notice to the student of the proposed disciplinary action must advise the student of the above-listed rights and must specify the date, time, and place of the disciplinary hearing. ICS Board members will consider evidence and/or testimony, as it deems appropriate, and render a written decision that shall be in the best interests of the student and *Coronado Digital Academy* within 24 hours. If the student is found to have been expelled in error, then all evidence of such action will be stricken from their permanent student cum file.

Written notice of expulsion shall be provided to the student's former district of residence together with the student's records to the extent required by law.

A student identified as an individual with disabilities or for whom the *Coronado Digital Academy* has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA"), or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504"), is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students—except when federal and state law mandates

additional or different procedures. The *Coronado Digital Academy* will follow Section 504, the IDEA, and all applicable federal and state laws including, but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the *Coronado Digital Academy* has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students. The *Coronado Digital Academy* shall follow the Coronado Unified District guidelines for proceeding with any discipline against a student with a disability, and will notify the district of the suspension of any student identified under the IDEA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504.

Once a charter student is expelled, rules of district residency apply. A charter-expelled student must be treated the same as a student expelled by the district, and thus the charter school will comply with Education Code section 48915.1.

Element 11: Compensation And Benefits

a. Retirement Systems

All salaried employees on loan from CUSD will continue to be covered by the existing state STRS and/or PERS retirement programs and special savings plans offered through the sponsoring district (Coronado Unified School District (CUSD)). ICS will endeavor to offer these or comparable plans to its employees who are not CUSD employees.

b. Salary and Benefits

All employees, certificated and classified, who are “on loan”, are offered a salary and benefit package the same as the agreements between the district and all bargaining units for comparable positions to the extent possible. ICS intends that employees who opt to join the charter school from within the district will be compensated at the same rate of pay as for comparable District positions. The *Coronado Digital Academy* reserves the right to amend and revise the total compensation package including salary, benefits, prep time, class size, stipends, and professional growth opportunities for its employees and with the approval of the Coronado Unified School District for “on-loan” employees.

ICS will endeavor to provide its full-time employees, certificated and classified, with the benefit package, which is provided to employees of CUSD with a similar job description.

c. Sick and Vacation Leave

Sick leave and vacation time earned by an employee, certificated or classified, during service at *Coronado Digital Academy*, shall be recognized by CUSD under the terms of the charter or support agreements. Sick leave and vacation time earned by an employee at a “regular,” non-charter district school shall be recognized by *Coronado Digital Academy* under the terms of the charter and support agreements. CUSD agrees that such leave and time may be “banked” with CUSD in the event that it is not used during service at *Coronado Digital Academy* provided that the employee returns to regular CUSD employment within 12 months of leaving ICS.

Element 12: Attendance Alternatives

Coronado Digital Academy is a school of choice. No student is required to attend. Students choosing not to attend the *Coronado Digital Academy* may attend other public schools, according to district policy, within their home school district. The charter school, however, will provide information about attendance alternatives to inquiring parents or students and will refer them to the Coronado Unified School District Office for further clarification of available options, if needed. Transportation (as necessary) is the parental responsibility for families who choose to attend the *Coronado Digital Academy*.

Element 13: Employees Right to Return

The right for current district employees to leave the district and take employment at *Coronado Digital Academy*, as well as the right to return to the district for *Coronado Digital Academy* employees who were previously Coronado Unified School District employees, will be as specified in this charter, and per District policies, procedures, or collective bargaining agreements addressing this issue with respect to charter schools operated by nonprofit public benefit corporations, or in individual agreements with staff as approved by the charter school and district.

Element 14: Dispute Resolution with the Coronado Unified School District

The intent of the following dispute resolution processes is to 1) resolve disputes fairly and in a timely manner, 2) minimize the oversight burden on the district, and 3) frame a charter oversight and renewal process and timeline so as to avoid disputes between the *Coronado Digital Academy* and CUSD.

Dispute Resolution Process for Disputes Arising Between the Charter School and the District

In the event that the school or granting agencies have disputes regarding the terms of this charter or any other issue regarding the school and grantor's relationship, both parties agree to follow the process outlined below.

In the event of a dispute between the school and the grantor, the *Coronado Digital Academy* and the district agree to first frame the issue in written format and refer the issue to the Superintendent of the district or his/her designee and the Chief Executive Officer (CEO) of Island Charter Schools. In the event that the grantor 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.

The CEO of *Coronado Digital Academy* and the Superintendent of the district or his/her designee 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 governing board members from CUSD and two from the ICS Board who shall jointly meet with the Superintendent and the CEO and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the CEO shall meet to jointly identify a neutral, third party arbitrator. The format of the arbitration session shall be developed jointly by the Superintendent and the CEO, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the arbitrator shall be non-binding. Costs for arbitration will be shared equally by the district and the charter school. If no resolution is reached, the CUSD Board of Trustees shall vote to resolve the issue.

Element 15: Public School Employer

ICS, Inc. shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act.

Element 16: School Closure

The following procedures will apply in the event *Coronado Digital Academy* closes per Education Code Section 47605(b) (5)(P)). The following procedures apply regardless of the reason for closure:

1. Closure of *Coronado Digital Academy* will be documented by official action of the ICS Board of Trustees. The action will identify the reason for closure.
2. The CEO will ensure notification to the parents and students of the school closure and will provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the ICS Board's decision to close the school.
3. As applicable, the *Coronado Digital Academy* will provide parents, students and CUSD with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The *Coronado Digital Academy* will ask CUSD to store original records of *Coronado Digital Academy* students. All records of the school will be transferred to CUSD upon school closure or to the County Office of Education if CUSD is unwilling or unable to store the original records. If neither CUSD nor County Office of Education will store the records, the original records will be returned to the school district of residence of each student.

4. As soon as reasonably practical, an independent audit of *Coronado Digital Academy's* final financial records will be completed. The independent audit will be completed as soon as reasonably practical, which is generally no more than six months after closure. *Coronado Digital Academy* will pay for the final audit to the extent it has sufficient assets to do so. The audit will be prepared by a qualified Certified Public Accountant selected by *Coronado Digital Academy* Board and will be provided to the district promptly upon its completion.

On closure of *Coronado Digital Academy* and windup of ICS, if approved by ICS in its sole discretion, any net assets of the school remaining after discharge of all outstanding liabilities of the corporation, 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 be distributed, at the discretion of the ICS board, to another public school authorized or operated by CUSD. On closure, ICS, Inc., and the *Coronado Digital Academy* will remain solely responsible for all liabilities arising from the operation of *Coronado Digital Academy*.

Element 17: Internal Dispute Resolution

Island Charter Schools, Inc. (ICS) will adopt policies and processes for airing and resolving disputes (other than those between Coronado Unified School District and the *Coronado Digital Academy* relating to provisions of this charter or the relationship between them, which are covered in Element Fourteen, above).

The Coronado Unified School District (CUSD) agrees to refer all complaints regarding operations of *Coronado Digital Academy* to the Chief Executive Officer (CEO) for resolution in accordance with the school's adopted policies. In the event that the school's adopted policies and processes fail to resolve the dispute, CUSD agrees not to intervene in the dispute without the consent of the school unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked. Notwithstanding the above, CUSD's Board of Trustees shall have the ability to intervene in and respond to complaints about the operation of *Coronado Digital Academy* as is required by law.

Element 18: Mandated Cost Recovery

The *Coronado Digital Academy* will be responsible for recovering from the state all eligible mandated costs applicable to the charter school. CUSD shall, within ninety days of receipt or as timely as possible, reimburse the school for its pro-rata share of mandated costs that CUSD recovers using the school's enrollment or another basis that incorporates the school to the extent that any such recovery exceeds the actual CUSD cost attributable to the school.

Element 19: Charter Term

Coronado Digital Academy will operate as an independent charter school within CUSD. The *Coronado Digital Academy* and CUSD will enter into a memorandum of understanding to provide for contractual indemnification of CUSD by the school, participation of *Coronado Digital Academy* in the risk management and financing programs of CUSD, or purchase of separate insurance for the risks of the *Coronado Digital Academy*, as recommended by the CEO.

The CEO will institute appropriate risk management practices in accordance with the health and safety policies and practices provided herein for *Coronado Digital Academy*.

Element 20: Charter Revisions

Any amendments to this charter shall be recommended by the *Coronado Digital Academy* or requested by the CUSD Board of Trustees. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code §47605.

Element 21: Severability

The terms of this charter contract 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 governing boards of the charter school and the district. The district and the charter school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good-faith fashion.

Element 22: Signatures

Attached to this proposal are the signatures of the teachers who have a meaningful interest in teaching at *Coronado Digital Academy*. The number of signatures represents at least half of the number of teachers that the school estimates will be employed at *Coronado Digital Academy* its first year of operation.

IMPACT ON DISTRICT STATEMENT:

Legal Status and Liability

As an independent charter school, *Coronado Digital Academy*, as operated by ICS, Inc., shall be liable for the debts and obligations of the school.

Funding

The school elects to receive funding directly from the State of California through the County Treasurer and the County Office of Education in accordance with applicable law and the state's block grant program for charter schools.

District Services

Coronado Digital Academy will operate as an independent charter school within the Coronado Unified School District. The charter school and the district may enter into a memorandum of understanding to provide for contractual indemnification of the district by the school, participation of *Coronado Digital Academy* in the risk management and financing programs of CUSD, or purchase of separate insurance for the risks of *Coronado Digital Academy*. The school will institute appropriate risk management practices in accordance with the health and safety policies and practices provided herein for *Coronado Digital Academy*. *Coronado Digital Academy* and CUSD will negotiate in good faith on an annual basis to develop a memorandum of understanding (MOU) separate from this charter that establishes more specifically the financial and service relationship between the two parties. *Coronado Digital Academy's* purchase of goods and services, if any, from CUSD, shall not negate the operational independence of the school from CUSD. Breach of the MOU shall not necessarily constitute breach of this charter.

Coronado Digital Academy may purchase services from the district, which may include Special Education, financial resources, STRS and PERS reporting, nursing, fingerprinting and credential clearance, and testing services, or other services the school may wish to purchase. The district, consistent with *Coronado Digital Academy's* MOU, agrees to provide its rationale for determining fair and reasonable pricing of any purchased services.

CUSD may charge for the actual cost of supervisory oversight of *Coronado Digital Academy* not to exceed one percent of annual revenues—unless CUSD provides substantially rent-free facilities, in which case it can charge 3%.

Information Exchange

School and District – Records, Reports, and Visits

Coronado Digital Academy agrees that the charter school will promptly respond to all reasonable inquiries, including inquiries regarding its financial records.

The records of *Coronado Digital Academy* are public records under the California Public Records Act. However, a record differs meaningfully from a report that must be newly prepared. If CUSD requests a special report of *Coronado Digital Academy* that is neither an existing record nor a record required by applicable law, by this charter, or by

Coronado Digital Academy's annual MOU, then CUSD agrees to pay to the school actual cost of producing such a report.

CUSD may inspect or observe any part of *Coronado Digital Academy* at any time. CUSD agrees it will not do so unreasonably, without notice, or by causing a disruption to student instruction or to *Coronado Digital Academy's* operations— except in the case of emergency.

Coronado Digital Academy shall provide CUSD reports as required by current law, to include the following:

- CBEDS
- ADA reports - J18/19
- Budget J210 - preliminary and final
- A School Accountability Report Card (SARC) using a state approved format.
- Copies of the annual, independent financial audit

Additionally, as an accommodation to the district, *Coronado Digital Academy* shall further supply the district with the following data:

- Reconciliation of the annual audit with the J210.
- Copies of all state mandated test results for
 - STAR
 - CELDT
 - SABE/2
 - California High School Exit Examination

Finally, on or before September 15 of each year, the school will approve, in a format prescribed by the Superintendent of Public Instruction, an annual statement of all receipts and expenditures of the charter school for the preceding fiscal year, and will file a copy of that statement with the Coronado District.

Changes in these reporting requirements may be incorporated by reference into this charter when the district and the charter school mutually update their MOUs (See Funding, Element 17).

School and Parents – Transferability of Credits

Coronado Digital Academy shall notify parents or guardians of the reasons for its belief that all course credits at *Coronado Digital Academy* are equally transferable as those of a traditional district school to other schools, colleges and universities. Such notice shall occur via school publications that may include recruiting materials, parent and student handbooks, and occasional newsletters.