Attachment 1 - EIS

1. **State your mission and vision.**
   Definitions:
   Mission- A statement of an organization's purpose. It describes what the organization does and for whom to realize its vision.
   Vision- A statement portraying an organization in its ideal form, illustrating an organization at its best and the greater good it serves.

Our mission is to provide a K through 12 world class, adaptive, synchronous, and asynchronous virtual learning environment powered to meet the needs and interests of students across Hawai'i wherever they are academically, physically, socially, and/or culturally and to prepare them for success in their chosen college or career path, in alignment with their individual kuleana.

Our vision is to create a charter school that continuously paves new pathways for virtual education, leveraging technology and innovative teaching methods to advance education for all student populations. We will create alliances with parents, families, and communities to improve outcomes for all learners, both High Need and Non-High Need Students. By providing Hawai'i's students with access to personalized learning and real-world experiences that prepare them for success in career, college, and beyond, we will create a brighter, more equitable future for these students and equip them with the tools they need to live, stay, and succeed in Hawai'i.

Attachment 2 - EIS

2. **State and provide evidence of the type of proposed school governing board you established pursuant to HRS 302-13(a):**
    a. **Community group**
    b. **Department School**
    c. **School Community Council**
    d. **Group of Teachers and Administrators**
    e. **Nonprofit Organization a**

The type of proposed school governing board we established pursuant to HRS 302-13(a) is a Community Group. Please see the following evidence as part of this attachment which includes Leaders For Hawaii's Future Board meeting minutes and LNCA community event invitations.

DATE	TIME	LOCATION
02/21/2023	6:00PM	Google Meet

MEETING CHAIR	EMAIL	PHONE
Nona > Tyler		

MEETING SCRIBE	EMAIL	PHONE
Lynn > Nona		

ORGANIZATION NAME

Leaders For Hawaii's Future

MISSION STATEMENT

Rewriting…

N ATTENDANCE

Brett Carey	Nona Tamanaha	Tyler Dos Santos-Tam	Patrick Bronco
Ryan Naka	Lynn Finnegan		

AGENDA ITEMS

DESCRIPTION	DISCUSSION LEAD	START TIME, Notes
1. Call to order	Chair Tamanaha	6:02p
2. Review and Approval of Previous Meeting Minutes: ○ January 31, 2022 ○ July 15, 2022 ○ February 10, 2023	Chair Tamanaha	Motion to accept the minutes as presented by Brett, 2nd Pat. Passed unanimously.
3. Treasurer Report ○ Motion to approve expenditures to Hokupaa Consulting, InFINNity Project, and Trevor Ozawa as noted in the Treasurer Report	Dos Santos-Tam	Discussed costs incurred to include proposal of attorney fees payment plan. Motion to accept the proposal as stated by Brett, 2nd Pat. Passed unanimously.
4. New business		
● Motion to Elect New Officers ○ Chair - Tyler Dos Santos-Tam ○ Vice Chair - Pat Branco ○ Secretary - Nona Tamanaha	Chair Tamanaha	Nominations as noted. Motion to accept the slate of officers as stated by Brett, 2nd Ryan. Passed unanimously.

○ Treasurer - Ryan Naka		
• Motion to Approve Contract for E.D.	Chair Dos Santos-Tam	Discussed the need for ED for management and operations. Motion to accept the proposal by Nona, 2nd Brett. Passed unanimously.
• Motion to Adopt Bank Resolution	Chair Dos Santos-Tam	Discussed resolution. Motion to accept the proposal by Nona, 2nd Pat. Passed unanimously.
• Motion to Approve New Board Members ○ Connie Epenesa ○ Miriam McMillian	Chair Dos Santos-Tam	Presented and discussed resumes. Motion to approve new board to start term at end of meeting by Brett, 2nd Ryan. Passed unanimously.
• Motion to Establish the following Committees: ○ Grassroots Engagement ○ Finance (Budget/Fundraising) ○ Bylaws (and M&V) ○ Education/Curriculum	Chair Dos Santos-Tam	Motion to establish committees as noted and allow Chair to appoint to the committees by Brett, 2nd Pat. Passed unanimously.
5. Chair Remarks ○ Board Training, Retreat ○ Expectations of Board Members i. Time ii. Fundraising	Chair Dos Santos-Tam	Tuesdays @6p standing weekly board meetings. Suggestion to have Honorary Board Members for fundraising.
6. Executive Director Report ○ Application update/timeline ○ Orientation w Commission ○ Palama Settlement visit ○ 501c3 application i. Motion to Authorize ED to obtain 501c3 status with a total budget of $2000, not including filing fees.	Proposed: ED Finnegan	So moved by Tyler, 2nd Brett. Passed unanimously.
8. Adjourn	Chair Dos Santos-Tam	6:57p

REVIEW

Review of Agenda Items; Review of meeting: what worked and what can be improved?

Materials out sooner. Good format, everyone sees what we are working on through screen share.

NEXT MEETING

DAY AND DATE	LOCATION	START TIME	END TIME
Tuesday, 2/28/2023	Google Meet	6:00p	7:00p

DATE	TIME	LOCATION
02/28/2023	6:00PM	Google Meet

MEETING CHAIR	EMAIL	PHONE
Tyler Dos Santos-Tam	tylerdst@gmail.com	808-348-8885

MEETING SCRIBE	EMAIL	PHONE
Nona Tamanaha	ntamanaha0313@gmail.com	808-271-7742

ORGANIZATION NAME

Leaders For Hawaii's Future

MISSION STATEMENT

Rewriting…

BOARD MEMBERS IN ATTENDANCE

Chair, Dos Santos-Tam	Nona Tamanaha 6:14p	Connie Epenesa	
Brett Carey, 6:06p	Ryan Naka	Miriam McMillian	

AGENDA ITEMS

DESCRIPTION	DISCUSSION LEAD	START TIME, Notes
1. Call to order	Chair Dos Santos-Tam	6:02p
2. Review and Approval of Previous Meeting Minutes: ○ 2/21/2023	Chair Tamanaha	No corrections. Minutes approved. Can do banking business.
3. Treasurer Report ○ No change	Treasurer Naka	Issued the checks that were approved.
4. Chair Remarks		None
5. Executive Director Report ○ Orientation Meeting ○ Palama Settlement visit ○ k12 Application Team/Education Committee		Discussed items as noted.
6. Old Business	Chair Dos Santos-Tam	None
7. New business		
• Presentation of Objectives for the Phase 1 Application	Chair Dos Santos-Tam	Presented.

• Committee Chairs/Assignments & Plans ○ Committee Charge, Outlines for Committee Plans ○ Committees: ■ Bylaws to Governance Committee: Chair, Pat Branco ■ Education Committee: Chair, Miriam ■ Finance Committee: Ryan, Chair ■ Grassroots Committee: Chair, Connie; Member, Brett; Nona, Member. ○ Proposed Action: Motion to change the Bylaws Committee to Governance Committee	Chair Dos Santos-Tam	Motion to change the Bylaws Committee to Governance Committee (Moved,Nona; 2nd, Ryan) Motion passed unanimously. Committees tasked to build an outline of committee plans for the next meeting and to start writing a draft of their Committee Charges.
• PROPOSE board retreat for Mid-March, Friday, 3/24.	Chair Dos Santos-Tam	All members in attendance are available. E.D. will start to plan & organize.
8. Adjourn	Chair Dos Santos-Tam	6:48p

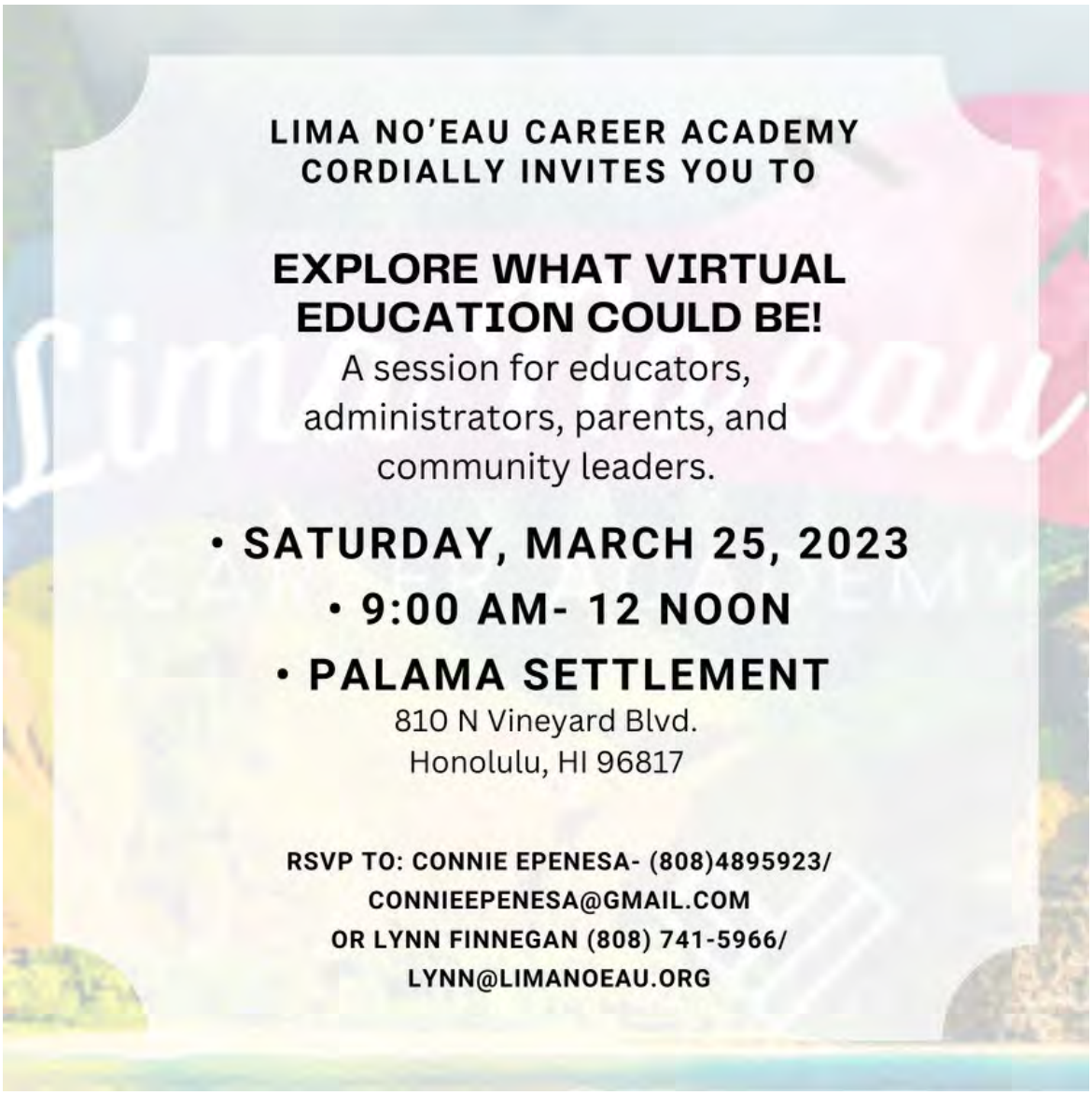
REVIEW

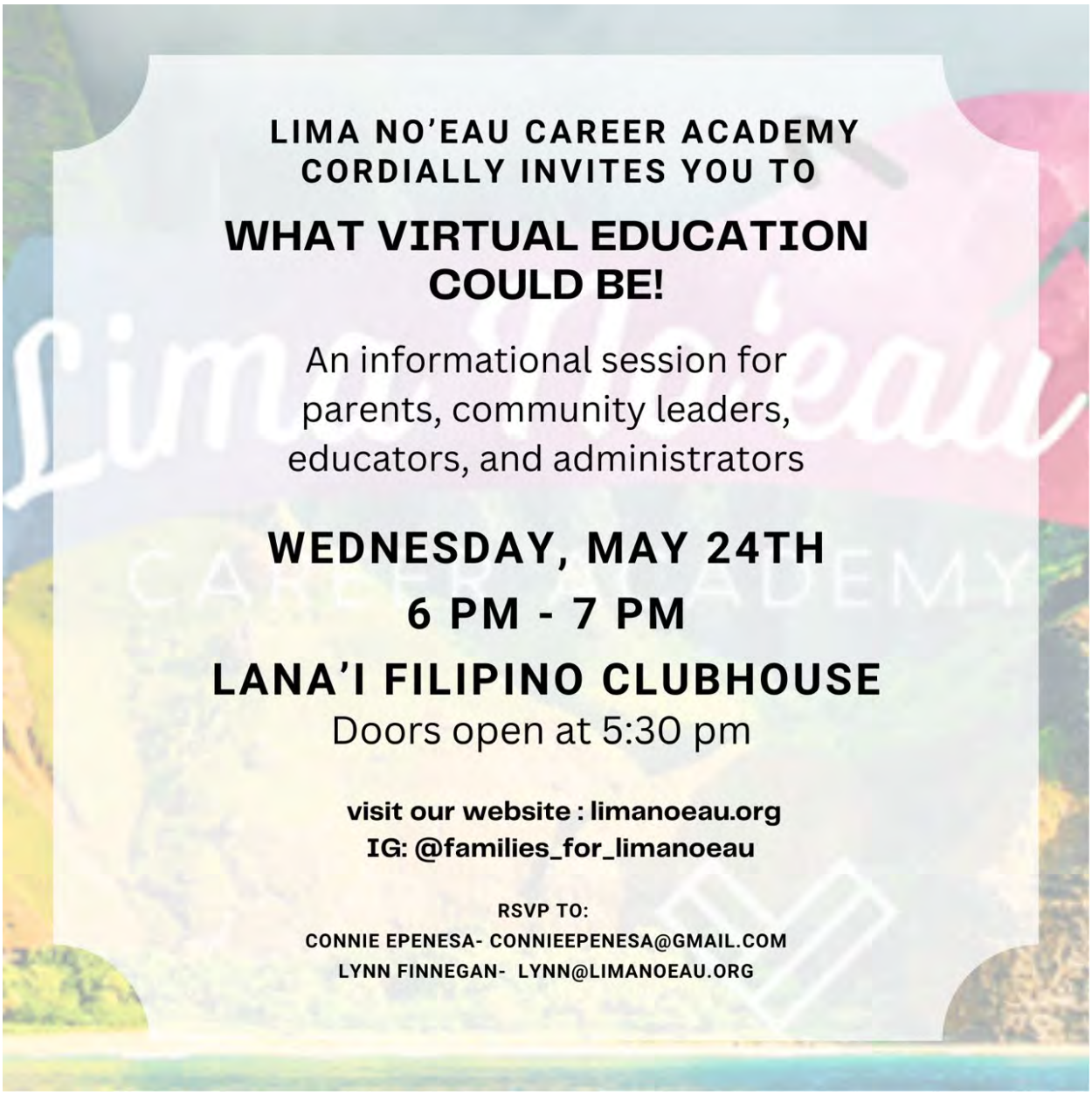
Review of Agenda Items; Review of meeting: what worked and what can be improved?

None.

NEXT MEETING

DAY AND DATE	LOCATION	START TIME	END TIME
Tuesday, 3/7/2023	Google Meet Standing Weekly LFHF Board Meeting Tuesday, February 28 · 6:00 – 7:00pm Google Meet joining info Video call link: https://meet.google.com/oyi-qcds-rwj Or dial: (US) +1 575-459-0174 PIN: 260 220 402# More phone numbers: https://tel.meet/oyi-qcds-rwj?pin=5350079592688	6:00p	7:00p


LIMA NO'EAU CAREER ACADEMY
CORDIALLY INVITES YOU TO
EXPLORE WHAT VIRTUAL EDUCATION COULD BE!
A session for educators, administrators, parents, and community leaders.
• SATURDAY, MARCH 25, 2023
• 9:00 AM- 12 NOON
• PALAMA SETTLEMENT
810 N Vineyard Blvd.
Honolulu, HI 96817
RSVP TO: CONNIE EPENESA- (808)4895923/
CONNIEEPENESA@GMAIL.COM
OR LYNN FINNEGAN (808) 741-5966/
LYNN@LIMANOEAU.ORG


LIMA NO'EAU CAREER ACADEMY
CORDIALLY INVITES YOU TO
WHAT VIRTUAL EDUCATION COULD BE!
An informational session for parents, community leaders, educators, and administrators
WEDNESDAY, MAY 24TH
6 PM - 7 PM
LANA'I FILIPINO CLUBHOUSE
Doors open at 5:30 pm
visit our website : limanoeau.org
IG: @families_for_limanoeau
RSVP TO:
CONNIE EPENESA- CONNIEEPENESA@GMAIL.COM
LYNN FINNEGAN- LYNN@LIMANOEAU.ORG

Attachment 3 - EIS

3. **Identify the community/communities and the educational needs of the target population you seek to serve? (Diverse educational opportunities, geographic region, DOE region)**

Statewide

LNCA's target student population will be students who could benefit from a vibrant, comprehensive, interactive, world-class, all virtual educational learning experience. Our school expects to serve any student and family in Hawai'i, including those in rural and remote areas, that chooses LNCA and we expect to be able to meet their educational needs, including students eligible for Free and Reduced lunch; students in Special Education; English Learners; intellectually gifted students; and students at-risk of academic failure. Please see the 2022 Strive HI Statewide Snapshot for data on the target population (https://www.hawaiipublicschools.org/DOE%20Forms/StriveHI2022/2022StriveHIStatewideSnapshot.pdf). Please also see question 38 of **Attachment 33-55-VBL Finance and Governance** for statewide data.

Rural and Remote Communities

The National Alliance for Public Charter Schools recently released a report entitled "Charter Schools in Rural Areas," in which Hawai'i was profiled for its large demand for charter schools among rural populations. According to this report, Hawai'i has the highest proportion – almost half of charter schools are rural and 28% of rural students in Hawai'i attend charter schools. LNCA seeks to serve interested students on all islands and meet the unique demand for charter schools among the rural and remote areas through high-quality virtual education and engaging instruction.[1]

Reasons Parents Are Choosing Virtual Education

Ben Scafidi, Ph.D., Senior Fellow – EdChoice conducted an analysis of 1,949[2] parents who have a student enrolled in a school powered by K12. The table below shows the reasons why parents are choosing full-time virtual education across the country and the potential impact LNCA could have on students in Hawai'i who are faced with similar challenges.

[1] https://www.publiccharters.org/sites/default/files/documents/2023-04/2023%20Paper_Charter%20Schools%20in%20Rural%20Areas.pdf
[2] https://www.edchoice.org/wp-content/uploads/2023/02/Survey-of-Stride-K12-Families-WORKING-PAPERS-Scafidi-.pdf

Attachment 3 - EIS

Table A1. Percent of Stride K12 Parents Who Said Their Children Faced the Following Difficult Circumstances in Their Former Schools

Bullying	48%
Academic needs not being met	44%
Concerns for health safety due to COVID	37%
Difficulty with teachers	36%
Educational environment had gotten worse B/C COVID	29%
Concerns for physical safety	28%
Special needs not being met	26%
Difficulty with administrators	26%
Burdensome COVID protocols (masking or social distancing)	22%
Things taught were different than your family's values and beliefs	21%
Cruelty	20%
Other	17%
Bad peer group	16%
Fighting	7%

Bullying

As an example, almost half of the families responding to the survey mentioned that bullying was the reason for moving their child to a full-time virtual school. SPED, EL, economically disadvantaged and Micronesian students have all been reported to experience excessive bullying in schools. Safety and security are of the utmost importance for a child to be academically successful and those reasons have been top of mind why a parent seeks a full-time virtual education for their student. LNCA is based on the premise that a virtual learning environment, individualized attention, and compassionate and caring oversight will provide a safe space for students who would otherwise be bullied in a traditional brick-and-mortar setting.

Attachment 4 - EIS

4. **How was your mission and vision designed and set up to align to the community and educational needs of the students that you seek to serve? Articulate the mission and vision design process from conception to its current state.**

The development of the current mission and vision statements by the members of the LFHF Board has been a three-month process, beginning in earnest in February 2023.The Board is committed to providing a strong and healthy education program that rivals in-person education and exists completely in a virtual environment. As professionals with full-time jobs, the Board's committed volunteer members needed assistance with the development and submission of the application. With that in mind, the LFHF Board contracted with Lynn Finnegan, a seasoned consultant with 20 years of experience in Hawai'i's charter school environment and strong community engagement, to serve as Executive Director of LFHF and to work directly with the Board and shepherd the application process.

The effort to develop the mission and vision started with the Board thoroughly reviewing the new charter school application and process released in February 2023 to ensure that the Board understood the parameters and expectations of the Commission and therefore the State. Upon review of the priority needs stated in the application, and because the proposed school can serve students statewide, Finnegan prioritized one-to-one meetings with those who could offer good feedback on whether or not a virtual education could help students in protected classes, students in remote geographic areas, and/or students from areas where their district public schools were not performing well according to HIDOE measures. Finnegan and LFHF Board members met with dozens of people, including educators, parents, community members, school leaders, and business owners to gather information, ideas, and thoughts about the concept of LNCA. Finnegan also organized three sessions entitled, "What Virtual Education Could Be" to share the concept of LNCA with community leaders, parents, and teachers for March 25, May 24, and May 25. Our organic approach led us to several potential areas of need to include Micronesian students, SPED students, and rural and remote students, including students on Lana'i. Also, Chair Epenesa and the Grassroots Committee Members combed through a list of more than 1,300 families from across the state who expressed interest in the K12 virtual school program. Chair Epenesa and the Grassroots Committee Members conducted phone meetings with some of the families to better understand their interest in a full-time virtual school in Hawai'i. K12 also provided inquiry data from January 2021 through March 2023, a two-year window, about our proposed online program. (see "Hawai'i Inquiries January 2021-March 2023" at the end of **Attachment 4 – EIS**). These inquires (more than 2,500) represent the number of interested families. This information was gathered through phone calls, emails, and web-forms.

The collective feedback from meetings and the data on demand for schools like ours, balanced with the desire to help meet the needs of the Commission and State, served as the foundation of the mission and vision statements.

As a part of our mission statement, we considered the possibility of a blended or hybrid learning environment as this was called out as one of the Priority Needs for the 2023

application. Pandemic experiences, the potential threat of other catastrophes that might interfere with in-person learning or in-person work, and the general direction and new habits the pandemic created for virtual interactions have catapulted society forward to where our personal and work lives are dependent on a productive virtual environment. Normally, these types of societal changes would take much longer to develop.

We appreciate that a full-time virtual education may not be the right fit for every student, but it is the right fit for many students. For that reason, we believe that given our experiences during the pandemic and for the many reasons that parents choose virtual education, such as health, safety, and bullying, supporting high-quality, successful, and a full-time virtual educational program should be a priority for the State. LNCA's vision statement is an aspiration to position LNCA as the leader in effective and innovative virtual learning that drives virtual education in Hawai'i, across the country, and maybe even across the globe.

A common theme of our community engagement feedback points to the need to be as flexible as possible to meet the needs of the various students that we seek to serve. Our mission statement reflects that goal. Both the mission and vision statements reflect our dedication to utilizing and improving upon virtual education as a dependable and successful model to deliver high-quality K-12 education and help students succeed and meet their full potential.

A small segment of community members mentioned that they believe a full-time virtual learning environment would be very beneficial for some students; however, they wondered whether the needs of certain groups like socially economically disadvantaged students would need more in-person guidance and support. While we know that students from all backgrounds, including those who are socially economically disadvantaged, can succeed in a full-time virtual environment, we sought to address these concerns. After engaging with these individuals and various organizations working with High Needs students, we added "We will create alliances with parents, communities, and organizations to improve outcomes for all learners, both High Need and Non-high Need Students" to our vision statement.

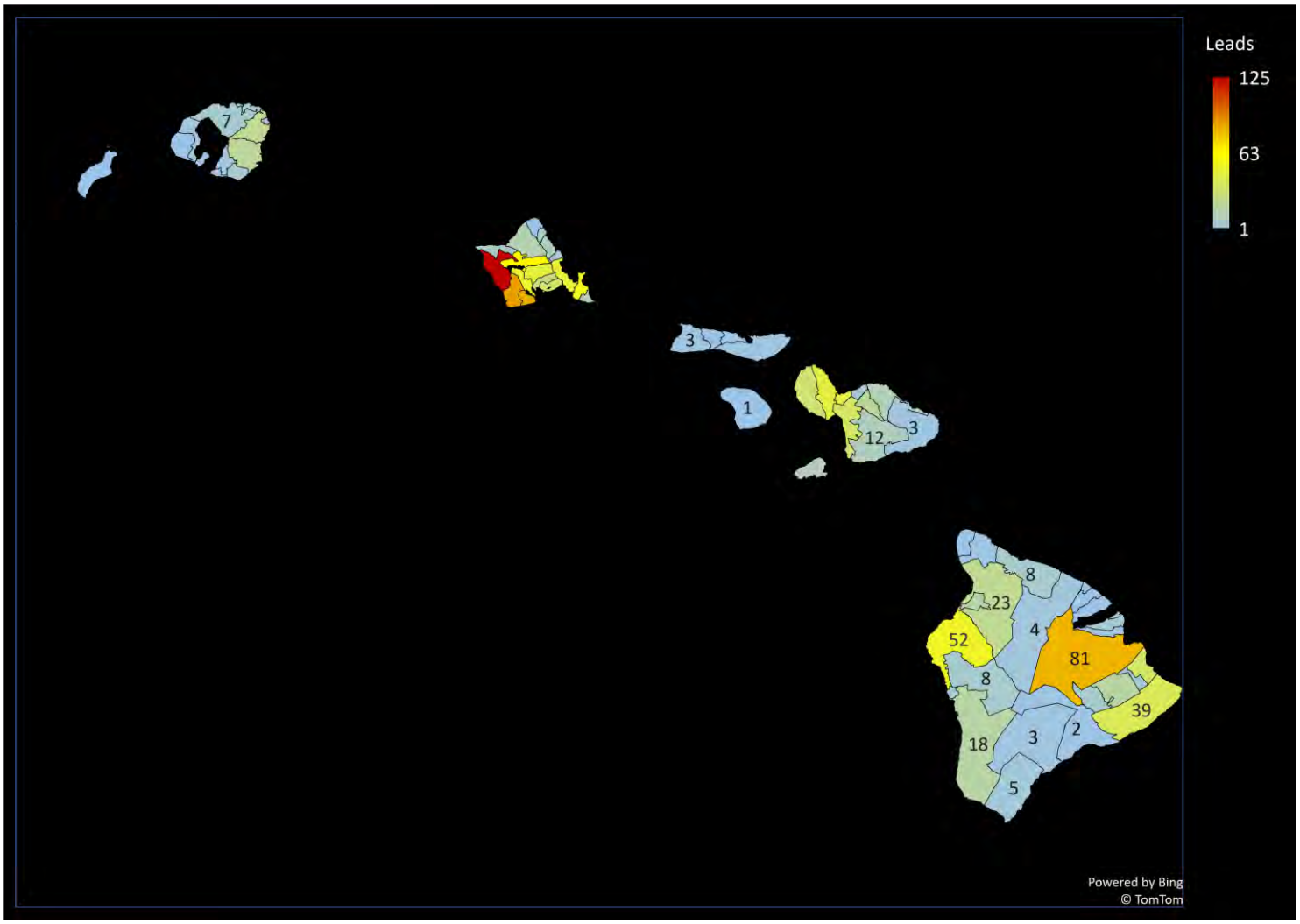
We also learned through this process that our proposed education service provider has extensive experience with providing in-person and synchronous socialization opportunities for students. In fact, 92% of families enrolled into a school powered by K12 report being satisfied with the opportunities for socialization with other students. For instance, in addition to having in-person field trips, prom, graduation, and meet-ups for students, K12 provides a wide variety of clubs, such as theater, Lego, art, and music, as well as fun competitions, like a spelling bee, cook-off, and "My Planet, My Neighborhood" Environmental Challenge.

Moreover, government, non-profits, and businesses are investing substantial resources in these communities and from our initial conversations with these providers we feel there are innovative approaches to implement together for the betterment of student experiences. Working together and collaborating with these community members and organizations, we can meet the needs of students who would benefit from in-person community and therefore would

feel more connected.

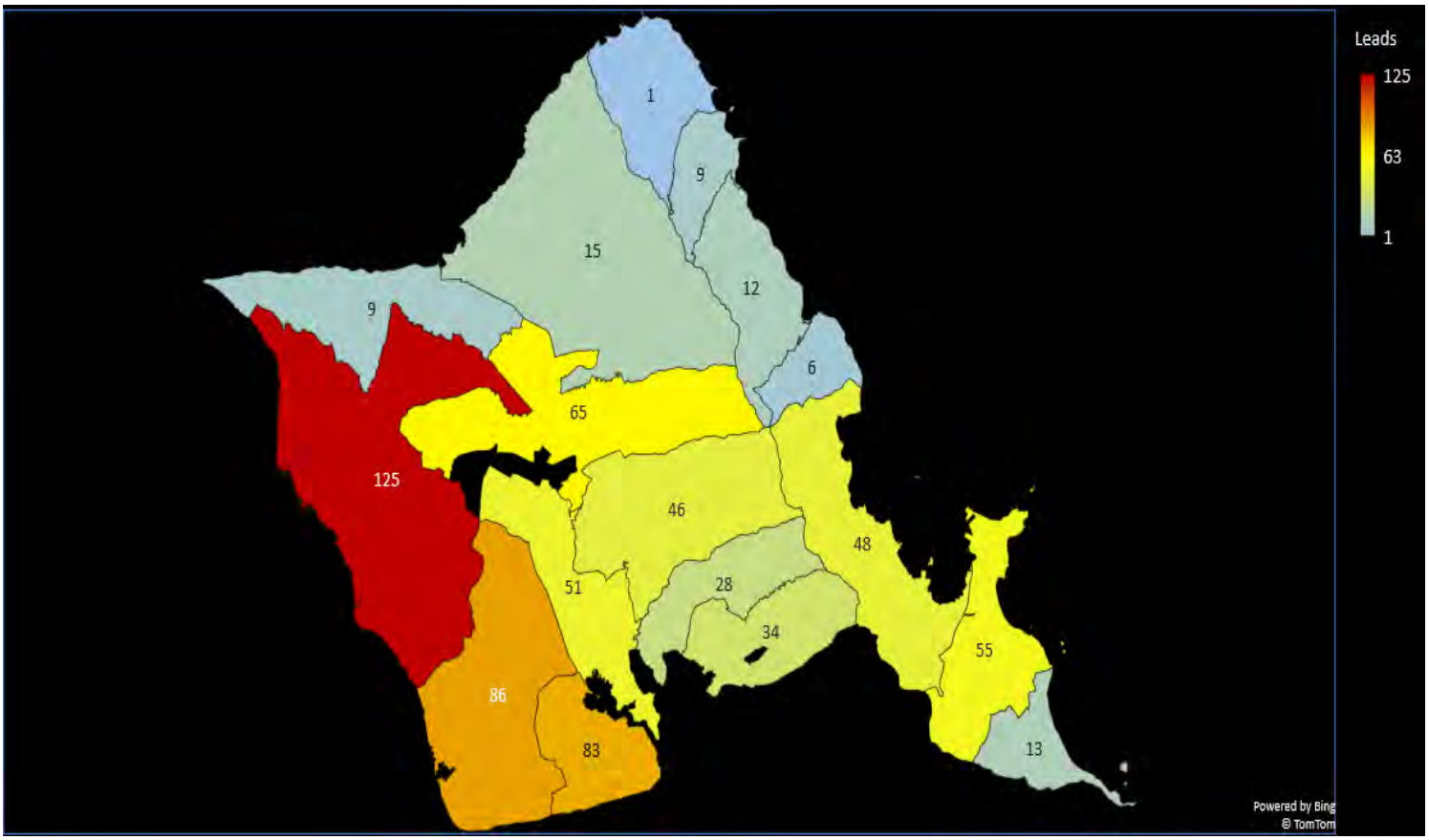
The community members were impressed with the expressed desire stated in our vision that LNCA could contribute to Hawai‘i’s economic future and saw the connection that Education is HOPE for a better future for students, their families, and the State of Hawai‘i. Our comprehensive CTE program, not just CTE courses, and our ability to implement it successfully can contribute to solving the larger problems of workforce shortages and economic viability while giving students a step forward into a meaningful and well-paid career path.

Hawai'i Inquiries January 2021 - March 2023

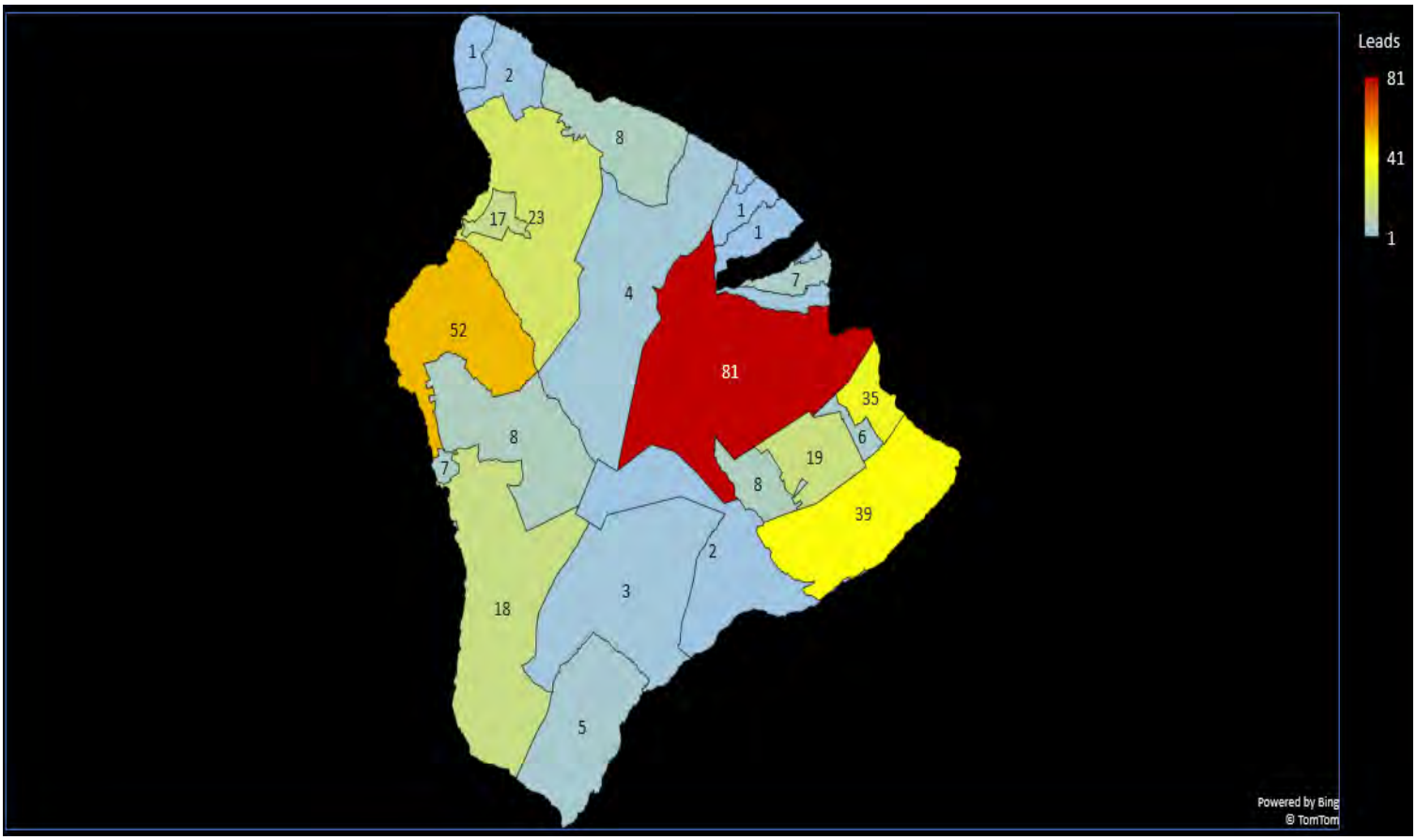


Attachment 4 - EIS

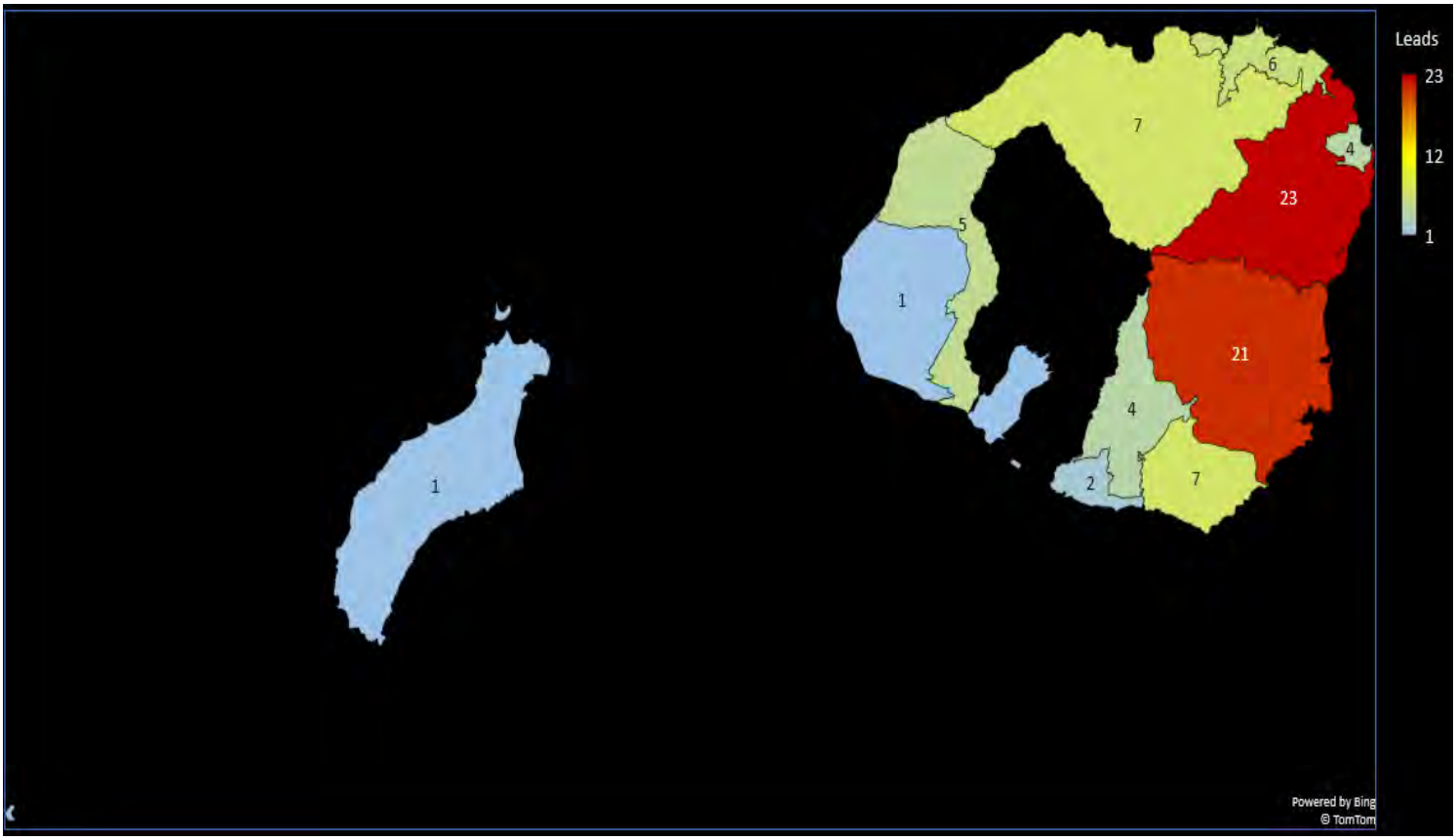
Inquiries from Honolulu County January 2021 – March 2023



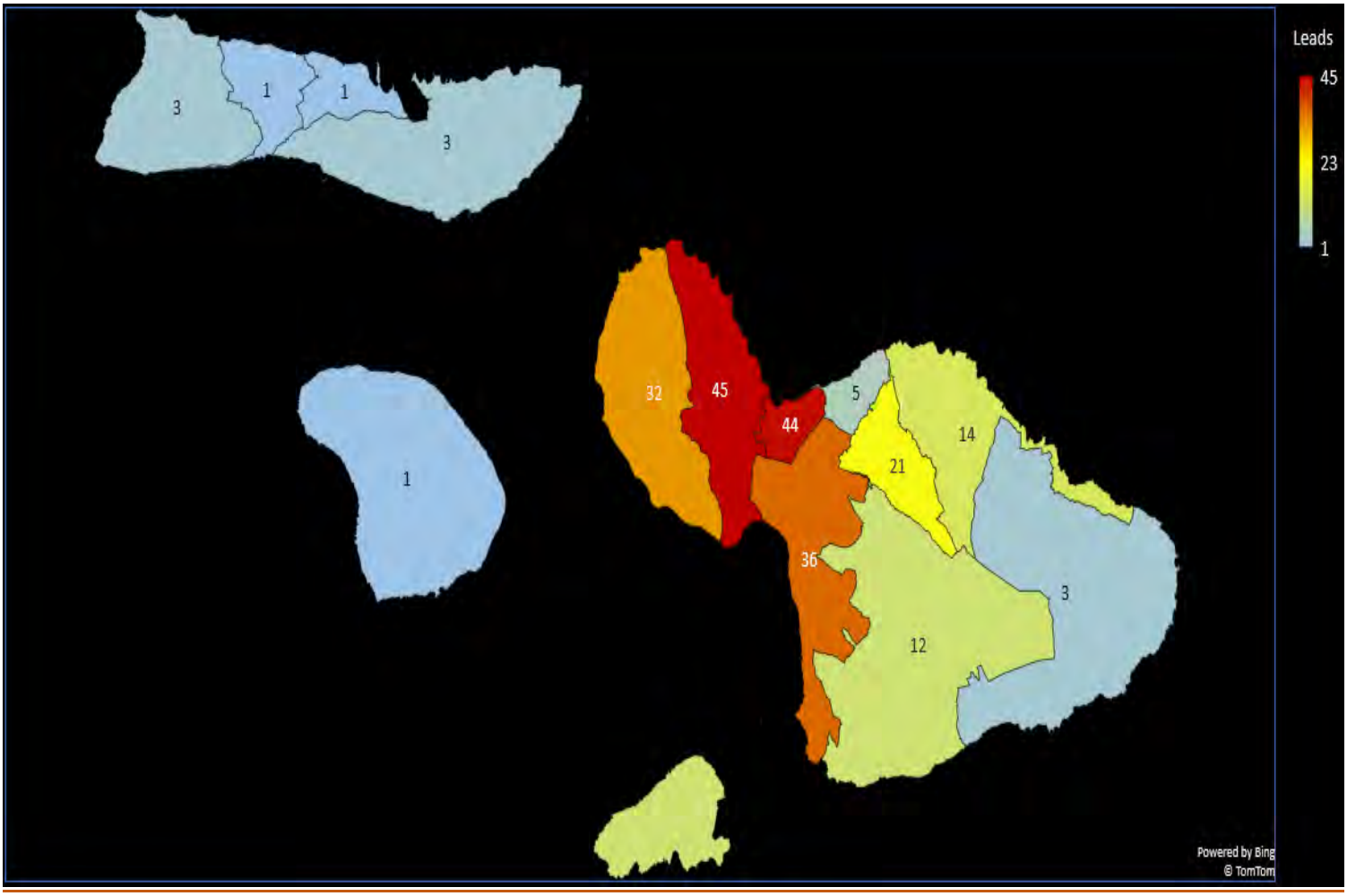
Inquiries from Hawaii County January 2021 – March 2023



Inquiries from Kauai County January 2021 – March 2023



Inquiries from Maui County January 2021 – March 2023



Attachment 5 - EIS

5. **Based on your outreach, research, and understanding of the community and the students you seek to serve, what are the top three things that present challenges to the success of the students in the community that you seek to serve?**

The outreach method that was used to determine the top three challenges to the success of students choosing a fully virtual school was interviewing community members, parents, and teachers who have experience with a virtual learning environment. The top three challenges identified were as follows:

- Lack of Time Management or Student Engagement
- Student Desire for Socialization/Connection
- Lack of a Learning Coach

Attachment 6 - EIS

6. **What does your proposed school intend to do to address those challenges?**

Lack of Time Management or Student Engagement

- In an online course, time management is critical to success because most activities can be accomplished asynchronously (this means that the students do not have to be online at the same time as the instructor or other students). As with any traditional course, there is a risk of receiving a lower grade if a student falls behind. LNCA will utilize research from Southern New Hampshire University on Highly Effective Teachers in online schools which includes strategies for driving student engagement. If a student struggles with time management, the Guidance Counselor will offer assistance with practical methods to create a schedule of daily activities. By incorporating time management techniques, the students can participate in extracurricular activities and perform well in School.
- A full-time virtual education is not right for every student, but it is right for many students. To that end, some students may enroll and fail to engage in instructional activities. LNCA administrators and educators will be monitoring and tracking individual student engagement and success. If a student is not consistently engaged in instructional activities, LNCA will engage both the student and parents and offer interventions, if needed, to get the student on track. If a student refuses to engage after all efforts are exhausted, including engaging the parents, then LNCA will work with that family to find a better educational setting that works for that student. This is considered best practice in the virtual education space.

Student Desire for Socialization/Connection

- Teachers' Live Sessions: Each teacher will host live teaching sessions and open office times. The schedule for live sessions will be posted in the Teacher Contact Info area of each course and noted in Class Connect, which is the classroom portal. All sessions will be scheduled in the Class Connect(www.classconnect.school) area of the Online School (OLS). All teaching sessions will be recorded, and teachers will be available at other times to meet with students as needed.
- School Clubs: It is LNCA's goal to foster a sense of community for our families during the school year. To help families build more meaningful relationships, LNCA will offer in-person and online clubs based on students' and families' interests. Clubs will meet online and at specific locations throughout the state. LNCA teachers will facilitate clubs in which students may participate.
- Outings: To assist parents in providing social experiences for their students, LNCA will host monthly outings. These outings may be attended by any student, regardless of where a family resides. LNCA will provide quality and educational outings that promote a social atmosphere.
- Graduation and Prom: To capture those important milestones in a student's high school career, LNCA will hold both in-person prom and graduation for students at that grade level.

Lack of a Learning Coach

- A learning coach is a person responsible to:
    - Guide the student through the lessons as needed.
    - Discuss the concepts being taught.
    - Assist with interactive tools and games.
    - Oversee assignments.
    - Help facilitate hands-on learning that may be in the course.
    - Check for understanding of assignments.
    - Keep the student on schedule and pace.
- LNCA will provide tools to support learning coaches during the onboarding process on how to be an effective learning coach. The teacher is responsible for the teaching the student. The learning coach should not feel the need to replace the role of the teacher.
- The involvement of the learning coach will vary depending on the age and independence of the student.
- The Community Engagement Specialist staff member is responsible for supporting parents or anyone who will serve as learning coach.
- Married and single parents and guardians of students have problem-solved and innovated to fulfill the role of a learning coach. Engaging older siblings, trusted friends or grandparents, or parents staggering work schedules, are some examples of how parents could work to fill the learning coach role. The school day can be flexible to meet the needs of students and also to meet the needs of parents as well.

Attachment 7 - EIS

7. **Describe whether your proposed school expands the existing educational options in your school's proposed location, and complements the existing options available to families.**
   a. **If yes, explain the rationale behind this decision to expand access to educational options that currently exist?**

What Is Unique About LNCA?

There are no public schools in Hawai'i that have an intentional focus on workforce development from grades kindergarten through 12th (K-12) as stated in our mission and vision statements. First, not many K-12 schools exist. Secondly, and more importantly, LNCA allows for governing board members, school leadership, teachers, and staff, as one K-12 'ohana, to focus on the two drivers of our education program — virtual learning and career and college readiness. LNCA is committed to building a workforce development school culture that fosters collaboration across grade bands, and scaffolds such learning for elementary, middle, and high school students. For example, the School's program will start in the elementary grades by building Project Based Learning (PBL) skills like collaboration and critical thinking along with career awareness moving to career exploration in middle school and career readiness in high school.

Comparison of Virtual K through 12 Virtual Learning Programs in Hawai'i

LNCA expands the existing education options across Hawai'i, even in virtual learning. Virtual education is a more recent trend in Hawai'i. The Covid-19 pandemic required HIDOE schools to provide emergency distance learning and many families were not satisfied with what became known as virtual education during COVID-19. However, high-quality virtual education has been offered by other states as a public school option for decades, not created out of an emergency. To the extent that virtual education is currently offered in Hawai'i, those schools' focus and resources are stretched across in-person and virtual delivery, and not on the success of full-time virtual education and best practices to engage students in that modality. LNCA is dedicated to the success of a flourishing and fruitful education program that is fully virtual and that will perform on par with or better than blended or in-person education programs while accessible to any K-12 student or family who chooses to enroll from anywhere in the State.

2022 Strive HI Data, % of students served					
	Virtual Learning Program Description	English Learners	Special Education	Eligible for Free and Reduced Lunch	Completed Career & Technical Education program by 12th grade

Lima No'eau Career Academy LNCA - if approved*	Virtual only option, statewide to include Moloka'i, Lana'i, and all other remote and rural areas	10%*	10%*	50%*	100%**
HIDOE	HIDOE is encouraging districts and schools to in-person learning. Schools choose, and the modality is limited or non-existent depending on where the student resides	10%	10%	50%	64%
Myron B. Thompson Academy (MBTA)	There are 5 campuses statewide on Kauai, Oahu, Maui, Hawai'i-Kona, Hawai'i-Hilo	0%	1%	13%	5%
Hawaii Technology Academy (HTA)	Blended learning - EWA BEACH • WAIPAHU • LIHUE • KIHEI • KONA + Grades 4-12 full distance learning program	1%	8%	19%	3%
*LNCA seeks to mirror statewide percentage of student groups served.					
**LNCA will have an enhanced CTE program called Career and College Readiness (CCR). See Q12, item #5 to see LNCA CCR measures/goals.					

More Public School Options for Students and Their Families

<u>High-quality Virtual Option For High-Needs Students</u>

<u>Financial Need</u> LNCA will provide eligible families, based on financial need, with a stipend to offset the cost of internet connectivity and a laptop for each student to remove inequitable barriers for lower-income families who wish to access the modality offered by LNCA.

According to Broadband Now Hawaii Internet Coverage & Availability in 2023, "roughly zero in ten Hawaii residents are not able to purchase an internet plan of at least 25Mbps download and 3Mbps upload." Hawai'i's Internet Ranking is 6th among states in Broadband Now's annual ranking of internet coverage, speed and availability.

K12 schools across the country serve a higher percentage of disadvantaged students over the national average. Annually, approximately two-thirds of K12's schools serve a population of over 50% Free and Reduced Lunch (FRL) eligible students. In 2021, 50 out of 75 K12 schools had FRL percentages over 50%. Of those 75 schools, 11 had FRL populations over 70%.

High-Need Students The table above suggests that the current statewide virtual options may not be attractive or equipped to service Special Education and/or English Learner students. Additionally, some High-need students who are seeking virtual learning options at their HIDOE school may not have access to virtual learning if it is not offered. LNCA's personalized learning program has the ability to provide Special Education services throughout the spectrum of students deemed as High-Need. Our EL program is robust with the ability to provide assistive technology for 100 languages, easily accessible translation services for parents and students to communicate with school staff, as well as push-in or pull-out support for students. Teachers will be provided with training and professional development in supporting Special Education and English Learner students in a virtual education setting.

High-quality Virtual Career and Technology Education Option

As the table above might suggest, current virtual options may not have a built out and comprehensive CTE program. LNCA would adopt K12's College and Career Program as described in **Attachment 11 – EIS**. Successful implementation of this program is geared to contribute to our workforce shortages in Hawai'i with the hope that we will keep more of Hawai'i's future leaders in Hawai'i and in their local communities.

An Option for Remote and Rural Communities

The National Alliance for Public Charter Schools recently issued a report on "Charter Schools in Rural Areas." According to this report, Hawai'i has the highest proportion – almost half of charter schools are rural and 28% of rural students in Hawai'i attend charter schools. LNCA seeks to serve interested students on all islands and meet the unique demand for charter schools among the rural and remote areas through high-quality virtual education and engaging instruction. LNCA could improve students' and families' quality of life by offering a high-quality program without regard to the cost of time or travel. Although this benefit would be available to any LNCA student or family, the information suggests that students living in remote and rural communities benefit even more if they are currently relegated to just their district school as a choice.

Our initial individual and small group outreach meetings with Lana'i community members has resulted in a community townhall meeting scheduled for May 24, 2023.

Attachment 8 - EIS

8. **Describe whether your proposed school model provides access that:**
    a. **Currently is not available in the community you are seeking to serve; and/or**
    b. **Implements innovative educational practices that contribute to share to the broader community or system within and beyond the community you seek to serve?**

See **Attachment 7 – EIS** for a response to part 8.a. of this question.

b. Implements innovative educational practices that contribute to share to the broader community or system within and beyond the community you seek to serve?

A Growing Full CTE Program, Not Just Courses

In addition to its commitment to the success of a full-time virtual education model reaching students throughout Hawai'i, LNCA would offer an innovative career and technology education (CTE) opportunity to students that will be life-changing and serve to address critical workforce challenges in Hawai'i. K12, LNCA's proposed education services provider, has spent the past four (4) years of its 20+ years in operation in innovation, research and design, expertise, experience, investments, improvements, and best practices related to CTE, all of which will put LNCA on good footing without the initial startup challenges that new charter schools may experience in Hawai'i. LNCA is seeking one-year startup approval (and not two years), as allowed under the application process.

Data and Insights

The LFHF board seeks to provide not only success for our students, but also for students in other public schools and possibly students across the Pacific. Hawai'i's geographic location and the ethnic makeup of our population provides an opportunity to contribute to the data and insights for improving full-time virtual education, but also educational best practices in general.

Home Grown Hawaiian, Micronesian, and Other Virtual Resources

Our school's challenges and solutions to providing asynchronous courses for Hawaiian language, history, or culture will be a benefit to the globe when these courses are fully developed. Currently, the reading toolbar embedded in the K12 curriculum translates to over 100 languages. Our desire to support the marginalized Micronesian communities in Hawai'i and our relationship with K12 could produce expansion in these technologies to include the Micronesian languages/dialects.

Our vision is to be the leader that drives virtual education in Hawai'i and shares best practices that can benefit all the people of Hawai'i. We will achieve this with the powerful tools, plethora of resources, and passionate people for virtual education that is in the K12 and LNCA kinship.

Attachment 9 - EIS

9. **Describe how you have engaged your school's target community, including families, community members, and elected officials, in designing your proposed school.**
    a. **Specify which stakeholders you have engaged with and why;**
    b. **Which outreach tactics were used and how often; and**
    c. **How the school design evolved as a result of their input.**

Please see **Attachment 4 – EIS**.

Attachment 10 - EIS

10. Describe ongoing efforts and activities that continue to engage families, community members, and elected officials in the proposed school's design and implementation.

a. If approved, how will you continue to solicit and incorporate community input from diverse stakeholders about the school program?

Short Term (present – application decision) – see attached letters of support

- Continuation of 1:1 and small group meetings (online, in-person, or phone calls) with parents, community members, businesses, and elected officials
- Informational Events/Webinars

Mid Term (if conditionally approved, Conditional Approval – Full Approval)

- Continuation of 1:1 and small group meetings (online, in-person, or phone calls) with parents, community members, businesses, and elected officials
- Town Halls in target communities
- Other community events (road shows and fundraisers)

Long Term (After Full Approval)

- Board Meetings to include opportunities for Working Groups and AdHoc Committees
- Intentional feedback loop opportunities
- Intentional job responsibilities within positions/groups
    - Community Engagement Specialist
    - Advisory Council
    - Parent Advisory Organization
    - School Director
    - Director of K12 Client Relations
- Parent and Student Engagement Opportunities, I.e. Parent Nights
- Parent and Student Surveys

Advisory Council: To provide a Career and College Readiness (CCR) Program that is relevant and responsive to the students and businesses of Hawai'i. LNCA will establish an Advisory Council which will be comprised of parents, students, and community leaders from industry, business, government, and education from around the State. LNCA will work with our partners and community leaders in Hawai'i to help identify potential members for the Council, including members of the Chambers of Commerce. The Advisory Council will serve a complementary role to the dedicated LNCA team, supported by K12, by providing market-based expertise, guidance, and assistance around the development, structure, and implementation of the career pathway programs, especially in developing work-based learning experiences and community partnerships. The initial members and areas of expertise of the Council will reflect the initial pathways to be offered by our school.

Parental Advisory Organization. LNCA may develop a Parent Advisory Organization. This advisory group would be composed of parents and community members, supported by the School Director. The group would serve as a direct communication link between the families and the school and is a resource for parents, both as a source of conveying School information

to other families as well as relaying parental suggestions to the school administration. The overall goal of the Parent Advisory Organization is to broaden parent and community involvement in the school. To that end, parents are encouraged to share global concerns or ask questions about the school curriculum, instruction, policies and procedures and make recommendations on items pertaining to finance, programs, classes, services and community through this forum or on an individual basis. Moreover, schoolwide Title I programming and decision making is a collaborative process, involving the Board, parents, teachers, and other community stakeholders. The LNCA Governing Board would be asked to review and vote on initiatives that the Parent Advisory Organization has an active part in developing.

May 10, 2023

Hawai‘i State Public Charter School Commission
P.O. Box 2360
Honolulu, Hawai‘i 96804

Subject: Recommendation for Lima No‘eau Charter School

Dear Members of the Hawai‘i State Public Charter School Commission,

I am writing to recommend Lima No‘eau Charter School for commissioning as a state public charter school.

I am confident that Lima No‘eau's innovative virtual learning program will be of great benefit to the students of Honokai Hale, Nānākuli, and Mā‘ili in my district. I have had the opportunity to meet and engage with the Lima No‘eau Charter School team and their commitment to providing a personalized, high-quality education to our students is impressive, and their virtual learning program presents a unique solution to meet the unique needs of our community.

The students of Honokai Hale, Nānākuli, and Mā‘ili face a range of challenges that make access to quality education difficult. Geographic isolation, limited resources, and transportation barriers are just some of the many obstacles that our students encounter. Lima No‘eau's virtual learning program offers a solution to these challenges, as it will provide access to high-quality education directly to the homes of our students.

The ability to access education from home through Lima No‘eau Charter School's virtual learning program will eliminate transportation barriers, reduce time spent commuting, and increase the amount of time students can devote to their studies. This will allow students to focus on their studies and learning, and provide them with the necessary tools and knowledge to succeed academically and personally.

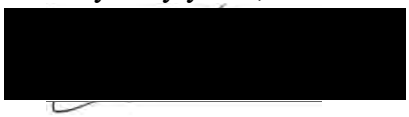
Lima No‘eau Charter School's virtual program offers personalized learning opportunities, where students can progress at their own pace, receive individualized attention, and explore subjects that align with their interests and goals. This personalized approach to learning is essential to meet the unique needs of the students in our community and ensure their academic success.

I believe that Lima No‘eau Charter School will make a significant contribution to our community and provide our students with the education they need to thrive in a rapidly changing world. The dedication and passion of the Lima No‘eau Charter School team are evident, and I am confident that they will provide a high-quality education that meets the unique needs of our students.

I strongly recommend Lima No‘eau Charter School for commissioning as a state public charter school. The virtual nature of their learning program will be of great benefit to the students of Honokai Hale, Nānākuli, and Mā‘ili, and I urge you to consider their application favorably.

Thank you for your consideration, and please do not hesitate to contact me should you require any further information.

Very truly yours,



Darius K. Kila
Representative, House District 44

SENATOR GLENN WAKAI
HAWAII STATE SENATE

May 12, 2023

Subject: Recommendation for Lima No'eau Charter School

To the Members of the Hawaii State Public Charter School Commission,

I enthusiastically endorse the establishment of Lima No‘eau Charter School and urge you to grant them the opportunity to provide quality education to the students of Hawai‘i. I have had lengthy discussions with their leadership team and support their innovative approach to virtual learning in reshaping our state's educational landscape.

Lima No‘eau Charter School has demonstrated a level of commitment and creativity that sets them apart from other educational institutions. Their visionary educators, have developed an extraordinary virtual learning program that overcomes the barriers inherent in a geographically dispersed state like Hawai‘i. This program has the potential to reach students across our islands, thus enabling them to access a high-quality education.

Technology is transforming the way we live and learn. It is imperative that our educational institutions adapt to meet the needs of our students effectively. Lima No‘eau Charter School is leveraging cutting-edge virtual learning tools and techniques to deliver an engaging and interactive educational experience. By embracing technology, they have fostered a dynamic learning environment that nurtures critical thinking, creativity, and problem-solving skills.

Lima No‘eau's curriculum will also develop essential life skills. They understand that education encompasses more than data points; it involves instilling values such as integrity, compassion, and cultural awareness. By embracing Hawai‘i's unique multicultural heritage, this unique charter school will ensure that our students grow into responsible, globally conscious citizens.

The school’s administrators are committed to creating a safe and inclusive learning environment where every student can thrive and become a powerful force for an innovative future. Lima No‘eau Charter School deserves to be granted a charter by the Hawai‘i State Public Charter School Commission. I am confident that their establishment will open new doors of opportunity for countless students across Hawai‘i. Thank you for your thoughtful consideration

With warmest Aloha,

[redacted]

Glenn Wakai
Senator
Majority Floor Leader

SENATOR GLENN WAKAI ♦ STATE SENATE DISTRICT 15 ♦ KALIHI, SALT LAKE, FOSTER VILLAGE
Hawaii State Capitol ♦ 415 S. Beretania St., #407, Hon., HI 96813 ♦ (808) 586-8585 ♦ senwakai@capitol.hawaii.gov

May 1 2023
From: Brannon Kamahana Kealoha
Email: [redacted]
Cell: [redacted]

To whom it may concern,

I am writing to express my support for the implementation of Lima No'eau Career Academy. I believe that this initiative will have numerous benefits for students and the community as a whole. Here are some facts that support the need for Lima No'eau Career Academy in Hawaii:

- Online education provides a convenient and accessible option for students who may not have access to traditional in-person schooling. In Hawaii, many students live in remote areas that may not have easy access to physical schools.

- Online education can offer a more personalized learning experience for students. With the use of technology, teachers can tailor lessons to meet the individual needs of each student, helping them learn more effectively and reach their full potential.

- Online education can reduce costs for families. By eliminating the need for transportation and other expenses associated with traditional schooling, families can save money while still ensuring that their children receive a quality education.

- Free public school education online can help prepare students for the workforce of the future. In today's digital age, it is more important than ever for students to have a strong foundation in technology and computer skills. Online education can provide that foundation, ensuring that students are equipped with the skills and knowledge they need to succeed in the 21st century.

- Online education can offer a safe and secure learning environment for students. In-person schooling can sometimes be stressful or even dangerous, with issues such as bullying or violence. By learning online, students can avoid these issues and focus on their studies in a safe and supportive environment.

Overall, I believe that the implementation of Lima No'eau Career Academy is an important initiative for Hawaii. Lima No'eau Career Academy can provide a convenient and accessible option for students, offer a personalized learning experience, reduce costs for families, help prepare students for the future, and offer a safe and secure learning environment. I urge you to consider the implementation of Lima No'eau Career Academy for the benefit of our community.

Thank you for your time and consideration.

Sincerely,
Brannon Kamahana Kealoha

Donna MHK Spencer

[redacted]

May 1, 2023

Lima No‘eau Career Academy

[redacted]

Subject: Urgent Need for Free Public-Charter School Education Online

To Whom it may concern,

I hope this letter finds you in good health and high spirits. I am writing to bring your attention to an urgent matter that affects the future of education, and the lives of countless children and families around the world.

Education is the foundation upon which our society thrives and progresses. It is a fundamental right that every child and family deserve to have access to, regardless of their socioeconomic background. In recent years, the rise of digital technologies has revolutionized many aspects of our lives, and education is no exception. However, it is disheartening to witness a significant disparity in access to quality education, particularly in underprivileged communities.

The COVID-19 pandemic further exacerbated the existing inequalities, highlighting the critical need for a robust and accessible free online education system. As we continue to navigate the uncertainties of this global crisis, it is imperative that we find effective solutions to ensure no child is left behind. A free Public-Charter School education online

can bridge the educational divide, offering an equal chance for success to every student, regardless of their circumstances.

Here are some key reasons why a free Public-Charter School education online is of utmost importance:

1. Equal Opportunity: Online education eliminates geographic barriers and provides access to quality education for students in remote areas or regions with limited educational resources. It ensures that no child is deprived of learning opportunities due to their location or economic situation.

2. Flexibility: Online learning allows students to learn at their own pace and in a personalized environment, catering to their individual needs and abilities. It accommodates diverse learning styles and empowers students to take ownership of their education.

3. Cost-effectiveness: Traditional brick-and-mortar schools often come with substantial expenses, including transportation, textbooks, and infrastructure maintenance. By transitioning to online education, we can reduce costs significantly, enabling efficient allocation of resources to improve the quality of education.

4. Technological Literacy: In today's digital world, technological literacy is a vital skill for every individual. Providing free Public-Charter School education online equips students with the necessary digital skills and prepares them for future career opportunities.

5. Lifelong Learning: Online education fosters a culture of lifelong learning by providing access to a vast array of courses, vocational training, and skill development programs. It promotes continuous personal and professional growth, allowing individuals to adapt to a rapidly evolving job market.

I urge you to consider the urgent need for a comprehensive, free Public-Charter School education online. By investing in this initiative, we can transform the educational landscape, empower communities, and create a more equitable society. I request your

support in championing this cause and advocating for policy changes that prioritize universal access to online education.

Together, we can ensure that every child, regardless of their background, has the opportunity to unlock their full potential and contribute meaningfully to society.

Thank you for your attention and consideration.

Sincerely,

Donna MHK Spencer/Parent

HOUSE OF REPRESENTATIVES
Hale o nā Luna Makaʻāinana

STATE OF HAWAIʻI
STATE CAPITOL
415 SOUTH BERETANIA STREET
HONOLULU, HAWAIʻI 96813

May 11, 2023

Subject: Recommendation for Commissioning Lima No'eau Charter School

Dear Members of the Hawai'i State Public Charter School Commission,

As the Hawai'i State Representative for House District 37 which includes Mililani, Waipio, and Koa Ridge, I am writing to wholeheartedly recommend the commissioning of Lima No'eau Charter School. As a Filipino American legislator and mother of two young kids, I firmly believe that this innovative educational institution, with its focus on virtual learning, will have a significant and positive impact on under-resourced communities and immigrant families, particularly the Filipino and Micronesian populations.

Lima No'eau Charter School's commitment to virtual learning presents an extraordinary opportunity to address the unique challenges faced by under-resourced communities in accessing quality education. Filipino and immigrant families face a range of challenges when it comes to attending school such as:

- Cultural differences and language barriers: The cultural tendency among Filipinos to figure things out on their own or not ask for help is often referred to as "*hiya*." This cultural trait emphasizes the value of self-reliance and the importance of not imposing on others. This cultural value is deeply ingrained in Filipino society and is often passed down from generation to generation. Filipino students may feel ashamed or embarrassed to ask for help, fearing that it may be seen as a sign of weakness or incompetence.
- Financial barriers: Many immigrant families may struggle financially, which can make it difficult to afford school supplies, uniforms, and other educational expenses. This can also make it difficult for parents to take time off work to attend parent-teacher conferences or school events.
- Discrimination: Some Filipino and immigrant families may face discrimination based on their race, ethnicity, or national origin. This can create an intimidating environment that can impact a child's academic success.

- Immigration status: For families who are undocumented or have temporary immigration status, there may be concerns about accessing education and fear of deportation, which can create barriers to their children's academic success.
- Limited access to resources: Some immigrant families may not have access to educational resources such as libraries, internet access, or tutoring services.

It is important for schools to understand these challenges unique to immigrant families. I believe that the flexibility and accessibility of virtual learning can bridge the gap for students who may face cultural differences, language and financial barriers, or other obstacles that hinder their educational progress. By leveraging technology, Lima No'eau Charter School provides an inclusive and empowering educational environment for all students, regardless of their circumstances.

I would like to emphasize the profound impact this approach can have on the Filipino and Micronesian populations in our community. These communities often face systemic inequities and barriers to educational opportunities. Lima No'eau Charter School's virtual learning model breaks down these barriers and provides a pathway for these students to thrive academically and culturally. By incorporating the diverse perspectives, languages, and cultural traditions of these communities into the curriculum, Lima No'eau Charter School promotes inclusivity and fosters a sense of belonging and pride.

Furthermore, the virtual learning aspect of Lima No'eau Charter School offers flexibility and adaptability, which are crucial in accommodating the diverse needs of many of our students, but particularly those who come from immigrant families. First, it provides a flexible and accessible platform for students to learn at their own pace and on their own schedule, which can be especially beneficial for those who have work or family obligations. Second, virtual learning can also provide a supportive and inclusive learning environment where students can connect with other students and teachers who understand their cultural background and challenges. Finally, virtual learning can also help provide stability for immigrant families as they settle in Hawai'i, allowing students to continue their education without the added stress of adjusting to a new environment. By providing a stable and accessible learning environment, virtual learning can help Filipino students from immigrant families in Hawai'i to succeed academically and thrive as they make Hawai'i their new home.

The commissioning of Lima No'eau Charter School aligns with our shared vision of equitable access to education and empowering our under-resourced communities. By providing a virtual learning environment that is culturally sensitive, linguistically inclusive, and academically rigorous, Lima No'eau Charter School will not only elevate the educational outcomes of our students but also foster a sense of pride in their cultural heritage.

I kindly request the Hawai'i State Public Charter School Commission to recognize the immense value that Lima No'eau Charter School brings to our community and to recommend its official commissioning. By doing so, we take a significant step forward in addressing educational

disparities and ensuring that all students, regardless of their background or circumstances, can succeed and thrive.

Thank you for your attention to this matter. I greatly appreciate your commitment to providing equitable education for all students in our state. I urge you to commission Lima No'eau Charter School, as I am confident that this decision will lead to transformative and lasting impacts on the lives of our students and the strength of our community. If you have any questions, please contact me at (808) 586-6150 or via email at replachica@capitol.hawaii.gov

Mahalo,

[redacted]

Hawai'i State Representative Trish La Chica
Member, House Committees on Education, Higher Education & Technology, Economic Development, and Tourism
Member, Filipino Legislative Caucus
Member, Women's Legislative Caucus

April 28, 2023

Aloha Kakou Friends,

I am writing to express my enthusiastic support for the Lima No'eau Career Academy. As the CEO of Hawaii Island Community Health Centers and a strong advocate for increasing access to healthcare for all, I understand that social determinants impact healthcare outcomes for entire communities. That's why I believe projects such as Lima No'eau's, which promote access to quality education, are essential for improving the health of our communities.

Lima No'eau's commitment to providing a free school for kindergarten through twelfth grade students in Hawaii is, indeed, laudable. As we know, education is a critical component of good health, and when students receive quality education, access to healthcare, and other resources, result in better and more positive outcomes. Students of Lima No'eau will gain opportunities to develop essential soft and technical skills, build social relationships, and explore potential careers early enough to make informed decisions about their future paths in life.

Moreover, the success of the project depends on its potential to address Hawaii Island's medical workforce shortage, which is more profound than in other regions. This shortage can be attributed, in part, to limited access to education or inadequate professional training. The Lima No'eau Career Academy aims to incorporate clinical training into the High School curriculum in collaboration with healthcare providers throughout Hawaii. As a result, Lima No'eau is contributing to the effort of addressing the shortages by facilitating access to career path development and job training.

In Conclusion, I congratulate and enthusiastically supports the Lima No'eau Career Academy's efforts to provide a quality and holistic approach to education for individuals aged kindergarten through twelfth grade. I hope that the concept of approach continues to evolve and hopes to see the project grow, improve and develop talents in our communities allowing everyone to thrive, and the outcomes of the educational system remain impactful to the holistic health of our youth.

Sincerely,

Richard Taaffe, CEO.

Office of Hawaiian Affairs
560 N Nimitz Hwy, Suite 200
Honolulu, HI 96817

May 10, 2023

Hawai‘i State Public Charter School Commission
[redacted]

Subject: Recommendation for Lima No‘eau Charter School

To the Respected Members of the Hawai‘i State Public Charter School Commission,

I am honored to offer my enthusiastic support for the establishment of Lima No‘eau Charter School and recommend their commissioning as a state public charter school. As a Trustee of the Office of Hawaiian Affairs, it is my privilege to witness the transformative impact that Lima No‘eau's innovative use of virtual technology holds for the Native Hawaiian population. Their pioneering approach to education, specifically tailored to meet the needs of our community, makes them an exceptional and much-needed addition to our state's educational landscape.

Lima No‘eau Charter School is truly groundbreaking in its commitment to the Native Hawaiian population. By embracing the power of virtual technology, they have crafted an educational model that transcends geographical constraints and offers an unprecedented level of access to quality education for our Native Hawaiian students, regardless of their physical location. This innovative approach aligns harmoniously with the mission of the Office of Hawaiian Affairs, which aims to enhance the well-being and educational prospects of Native Hawaiians.

What sets Lima No‘eau Charter School apart is their unwavering dedication to serving our Native Hawaiian community. Their curriculum is infused with our rich cultural heritage and values, fostering a profound sense of pride and connection among our students. By incorporating Native Hawaiian culture, history, and traditions, Lima No‘eau nurtures a strong cultural identity within our students, empowering them to become confident and resilient individuals.

The utilization of virtual technology by Lima No‘eau Charter School is not a mere convenience but a transformative tool that empowers our Native Hawaiian community. Through virtual classrooms, students can engage in collaborative and interactive learning experiences, connect with peers, and access an extensive array of educational resources. This innovative approach ensures that geographic barriers, transportation limitations, and resource constraints no longer hinder the educational opportunities of our Native Hawaiian students.

Lima No‘eau Charter School represents a beacon of hope for our community, providing an educational experience that not only prepares our students for academic success but also equips them with the knowledge, skills, and cultural awareness needed to become future leaders and advocates for the Native Hawaiian people.

In conclusion, I wholeheartedly recommend Lima No‘eau Charter School for commissioning as a state public charter school. Their visionary use of virtual technology to reach and empower the Native Hawaiian population is a testament to their dedication and innovation. By granting them the opportunity to establish this exceptional educational institution, we have the potential to uplift an entire generation of Native Hawaiian learners, ensuring their success and preserving our cultural heritage.

Mahalo for your careful consideration of this matter. I trust that you will recognize the profound value that Lima No‘eau Charter School brings to our Native Hawaiian community. Should you require any further information, please do not hesitate to reach out to me.

Mālama Pono,

[redacted] luteria Trustee
Office of Hawaiian Affairs

Attachment 10 - EIS

Dear Members of the Hawai‘i State Public Charter School Commission,

I hope this letter finds you in good health and high spirits. I write to you today with great enthusiasm and deep respect, requesting your recommendation to officially commission Lima No‘eau Public Charter School.

As a vocal advocate for our Native Hawaiian community and a “Kupuna” in our State DOE Hawaiian Studies Program in the Pearl City complex, I wholeheartedly endorse the official commissioning of Lima No‘eau Public Charter School. Its commitment to providing a culturally responsive, academically rigorous, and community-centric education aligns perfectly with our aspirations for the next generation of Hawaiian leaders.

Lima No‘eau Public Charter School holds immense promise as an educational institution that honors and uplifts the Native Hawaiian community while fostering a strong sense of cultural identity and connection. I have had the privilege of witnessing firsthand the dedication and vision that the school's founders have poured into shaping an educational environment that is uniquely tailored to meet the needs of our children.

Lima No‘eau Public Charter School's commitment to integrating Hawaiian culture and values into its curriculum is not only commendable but essential for the preservation and revitalization of our rich cultural heritage. By providing a space where our children can grow and flourish while embracing their Native Hawaiian roots, Lima No‘eau Public Charter School serves as a beacon of hope and empowerment for our community.

In addition to its cultural emphasis, Lima No‘eau Public Charter School's academic program is rooted in excellence, innovation, and inclusivity. It aspires to provide a high-quality education that prepares our students for success in the modern world while nurturing their confidence and pride in their cultural identity. The school's holistic approach, encompassing the physical, intellectual, emotional, and spiritual development of our children, is truly remarkable and deserving of recognition.

Moreover, Lima No‘eau Public Charter School's commitment to community engagement and collaboration is a testament to its understanding of the importance of collective responsibility and support. The school actively involves parents, caregivers, and the broader community in shaping the educational journey of our children. This collaborative spirit ensures that the voices of our community are heard and valued, fostering a sense of shared ownership and investment in the success of our students.

I kindly request your recommendation to the Hawai‘i State Public Charter School Commission to grant Lima No‘eau Public Charter School the official commission it deserves. By doing so, we not only affirm our commitment to the educational well-being of our children but also take a meaningful step towards preserving and perpetuating the cultural legacy that defines us.

Mahalo for your time, consideration, and dedication to fostering educational excellence in our community. Your support in officially commissioning Lima No‘eau Public Charter School will undoubtedly have a profound and lasting impact on the Native Hawaiian community and the generations to come.

With deepest respect and warmest aloha,

Antoinette L. Lee
Kupuna, Manana Elementary School
[redacted]

Attachment 11 - EIS

11. What is the proposed model for curriculum instruction and assessment? Explain how this model helps you achieve your mission and vision for your community.

a. If approved and implemented, what will the impact be on the community you seek to serve? Share your data and research.

LNCA CURRICULUM, INSTRUCTION, AND ASSESSMENT MODEL OVERVIEW

The LNCA curriculum, instruction, and assessment model is designed to achieve a high quality virtual general education program with a high quality career and college readiness focus. The School's program will start in the elementary grades with career awareness moving to career exploration in middle school and career readiness in high school.

At LNCA, students will complete core academic subjects alongside applied learning experiences that provide the skills needed to thrive in high-growth industries in both virtual and blended settings; coursework is combined with real-world experience working with industry partners in in-person and virtual internships, externships, summer jobs, and apprenticeships that allow them to apply the technical skills they've learned in school and develop professional skills like teamwork and critical thinking that drive long-term career success. The environment is rich with professional skills development, virtual interaction, and problem solving and networking opportunities; and graduates enter the next phase of their lives with more than just a diploma.

Hawai'i continues to experience a declining population resulting in a shrinking labor pool and a critical shortage of workers with the skills and training needed to fill available jobs. Commenting on the U.S. Census Bureau's Vintage 2022 National and state population estimates[1] released in March 2023, Hawai'i's Chief State Economist Eugene Tian said, *"We already have a labor shortage, and it will be more difficult for businesses to find the workers they want."*[2] The closing of the skills gap is imperative. Achieving this goal requires a new approach to education, Career Readiness Education which is facilitated by the Career and College Readiness (CCR) model, where a diploma signifies not just completion of past coursework but a true readiness to tackle what comes next. CCR gives students a jumpstart in life after high school. Students have the chance to embark on a future career path while still in school with the wraparound services they need to achieve their goals.

We will implement a Project-Based Learning model and strategically leverage technology to connect students with age-appropriate exploration, study, and experiences with vocations of their choosing. Our students will graduate prepared for their transition into a career or post-secondary education path and ready to achieve optimal individual growth in a diverse and changing world.

[1] https://www.census.gov/newsroom/press-releases/2022/2022-population-estimates.html
[2] Wilson, Christie. "Latest Census Data for Hawaii reflective of pandemic exodus." Honolulu Star-Advertiser, March 31, 2023, https://www.staradvertiser.com/2023/03/31/hawaii-news/latest-census-data-for-hawaii-reflective-of-pandemic-exodus.

In addition to the program aspects commonly present in Career Technical Education (CTE) programs, the Career and College Readiness Model (CCR) also ensures that students engage in the following robust experiences prior to graduation:

- Coursework is combined with real-world experience in collaboration with industry partners to afford students the opportunity to engage in job shadow, work experience, internships, and capstone learning experiences tied to the project-based learning model.
- Students learn in the same environment that today's professionals experience. The environment is rich with professional skills development, virtual interaction, and problem-solving and networking opportunities.
- Graduates enter the next phase of their lives with more than just a diploma. Having often earned college dual credits while in high school, stackable or job ready industry certifications and established a post-secondary plan to pursue employment, enroll in college, enroll in the military, or some combination of these opportunities.

LNCA believes that high school should no longer be a choice between preparing for college or career but preparation for both. LNCA's CCR program, along with career counseling, helps students enter their post-high school period with a plan that is both informed and well-formed, where going to college can be the right choice, but not the only choice. LNCA's students can participate in real-world learning experiences, like in-person and virtual internships, externships (short, practical experiences provided by employers), summer jobs, and apprenticeships, that allow them to apply the technical skills they have learned in school and develop professional skills like teamwork and critical thinking that drive long-term career success. Most real-world experiences will take place during our students' junior and senior years or during summer breaks. Industry partnerships will be built by LNCA's Board members, K12's staff, and members of the Advisory Council. Counselors will be charged with working with and matching students to real-world learning opportunities. The traditional education environment mirrors the work experiences of the past while the CCR environment creates the work environment today's students will enter after they graduate.

The curriculum is designed to meet all of the standards and requirements put forth by the Hawai'i Department of Education (HIDOE) for a student to obtain a high school diploma (see **Attachment 28 – ACAD**). It will provide a project-based and collaborative environment with virtual and hands-on experiences for students at every developmental stage. Our kindergarten through twelfth grade school will immerse students, starting in kindergarten, in age-appropriate experiential learning linked to Career Readiness.

The Board believes that the ability to participate in authentic, meaningful college and career preparation opportunities and to earn college credit and/or an industry certification while still in high school is likely to encourage students to persist with their education at LNCA. We plan to provide challenging college-level experiences through dual credit course offerings to our students in all geographic areas where they reside including opportunities for students to physically and virtually attend postsecondary institutions. During the planning year, the Board will explore available opportunities for dual credit with Hawai'i community and technical

colleges and four-year colleges and universities, including through the Running Start program with the University of Hawai'i System whose dual credit programs align well with the clusters and pathways at LNCA and the School's mission and goals. We expect partnership development to be ongoing and fluid over the years due to the demand of our students, their geographic locations, the pathways LNCA provides, and the progression of those pathways into postsecondary institutions. We believe that building partnerships based on our students' needs will be the approach to best serve our students and support the School's mission.

When our students graduate, they will be prepared with industry certifications in specific career pathways while at the same time obtaining college credits in those career pathways, if they choose. Our students will be prepared to enter the workforce or attend a community college, technical college, or a four-year college depending on their chosen postsecondary path.

The traditional way most schools educate our youth has not changed. LNCA will be an innovator and a catalyst for educational change in Hawai'i, providing students with a real-world path forward while also addressing critical workforce challenges.

The following narrative begins with a description of the school's model including curriculum, instruction (including the role of the Learning Coach), and assessment and then describes how they will be implemented in LNCA at the elementary, middle, and high school levels.

CURRICULUM

The LNCA school curriculum has been developed and acquired by the parent company (Stride, Inc.) of the proposed education service provider, K12. The suite of services and instructional curriculum and courseware for grades K-12, collectively referred to as the "K12 curriculum" in this charter application, currently includes Stride, Middlebury Interactive Languages, Stride Skills Arcade, and Career and College Readiness (CCR) curriculum. Course lists are provided as a part of this attachment. The K12 curriculum is intentionally designed to meet the needs of diverse learners. The curriculum development team uses state standards as the roadmap for what content to include in each course. Using a reverse design approach, the team aligns state standards into distinct learning objectives in order to determine what a student should know and be able to do by the end of a course. This drives the development of comprehensive assessments that can be used to evaluate student mastery of standards at the level of understanding required by each standard. Curriculum teams then organize content into units, lessons, and activities that scaffold instruction using sound pedagogical principles and the most relevant research in learning science to support the learner in obtaining the depth of knowledge required by state-approved standards.

In addition to being standards-driven and research-based, the K12 curriculum is designed using the following guiding principles:

- *Accessibility*: aligns with the international standards of Web Content Accessibility Guidelines (WCAG) 2.0 Level AA and working toward implementing WCAG 2.1 Level AA.
- *Customizable*: the curriculum is customizable by either K12—or at the teacher level—to

meet state requirements.

- *Interactive and Engaging*: the curriculum is designed expressly for a digital learning environment (including mobile devices), and infused with media, video, and interactivity to enhance learning and engage students.
- *Multicultural, Diverse, and Inclusive*: K12 seeks to use content and assessment items that are free from bias and that represent diversity, including literature (topics, characters/central figures, and authors), imagery/media, and video/voice talent. *Personalization*: the curriculum is created with the capacity for content delivery adjustment to meet students' diverse instructional needs.

It should be noted that for Social Studies courses offered at LNCA for grades K-3, 5-6, and 8, the K12 alignment team will correlate their existing Social Studies courses to the Hawai'i Core Standards for Social Studies (HCSSS). For any gaps, Subject Matter Experts will create content within the existing courses, ensuring 100% alignment to the HCGSS including standards related to Hawaiian history and culture. For Grade 4, Grade 7, and Grades 9 -12 social studies courses, K12 will partner with LNCA academic administrators and teachers and an experienced consulting firm (that has subject matter experts based in Hawai'i and is experienced in Hawaiian history and culture) to develop new courses which will be offered when LNCA opens in SY2024-2025. The new courses will be 100% aligned to the HCSSS including standards related to Hawaiian history and culture; will include authentic voices and talent; and will support the Hawai'i Department of Education's mission to serve its community by developing the academic achievement, character, and social-emotional well-being of our students to their fullest potential.

It should also be noted that, with K12 curriculum, LNCA will meet and/or exceed the Hawai'i instructional program requirements of 302(D)-40 regarding computer science which go into effect in SY2024-2025.

K12's curriculum and online learning platforms promote mastery of core concepts and skills for students of all abilities. The K12 curriculum platform is designed to allow LNCA's Hawai'i licensed teachers to easily modify the curriculum to personalize the curriculum for each student by adding additional teacher created lessons and content. The curriculum platform is intentionally designed to allow teachers to modify the curriculum to ensure alignment with state standards and to meet the individual learning needs of each student.

The design, development, and delivery of K12's curriculum is grounded in a set of guiding principles that promote critical thinking and problem-solving skills to prepare students for the demands of the 21st Century. While maintaining a strong alignment to Hawai'i Subject Matter Standards (see the response to **Q. 44 in Attachment 33-55 – VBL**), K12 uses "big ideas" in every subject area to organize the explicit learning objectives for each course. Greater instructional effort is focused on the most important concepts and on the most challenging notions and skills. K12 uses research from experts in the field, internal research feedback from parents and students, and experienced teacher judgments to plan and modify all aspects of the curriculum (see "**Curriculum Research Base**" at the end of this **Attachment 11 – EIS**). The curriculum

leverages personalized learning experiences tailored to each student's specific needs—unique strengths, weaknesses, aptitudes--and interests to ensure that every student receives the instructional support needed to master Hawai'i's Subject Matter Standards. In addition to the Hawai'i Subject Matter Standards, courses within the K12 curriculum align to the Virtual Learning Leadership Alliance (VLLA) and Universal Design for Learning (UDL) Guidelines.

K12's curriculum is an **interactive curriculum** emphasizing an active, multi-sensory approach that targets cognitive domains learners need to acquire, use, and develop knowledge through rich media, videos, scaffolded models, virtual manipulatives, and learning games using technology to enhance learning and engage students. Other content providers lack an interactive strategy as they either build online textbooks that do not support learners with appropriate interactive tools, or they build complex interactives that fail to engage learners at an appropriate cognitive level. K12 content aligns the interactivity level to the cognitive level of the task at hand based on research-backed principles of cognitive science, user research from students, teachers, and families in the schools, and programs served by K12 and external markets. This research-driven development approach enables teachers and content authors to build scaffolded online experiences that engage learners through full instructional cycles. For an example of elementary grade level multi-sensory phonics instruction see ES Phonics https://screenpal.com/watch/crXZo2VIk1r.

The alignment of interactivity metadata and standards enables automation for playlists that target appropriate cognitive domains to engage learners with the correct tools at the right time in a learning cycle. In addition to the online curriculum, K12 provides students with interactive offline learning in several ways:

- Multiple ways to complete questions, self-assessments, and study guides
- A variety of hands-on materials and supplies sent to students to encourage investigation and make the course as much about offline learning as online learning
- Live web-based teacher-student interactions provide for one-to-one and/or group learning. These activities generate opportunities for student communication through remediation, practice, critical thinking, short projects, and more.

Neuroscience research confirms changes in visual stimuli can help students maintain focus and concentration.[3] K12's courses are packed with engaging **multimedia** including:

- *Audio*: Maximizes the learner's ability to process information without being overwhelmed by visuals
- *Photographs/Illustrations*: Help represent, organize, and interpret the content
- *Interactive Activities*: Are used to segment content, personalize learning, promote agency in learning, and offer the opportunity to engage in activities incrementally increasing in cognitive difficulty
- *Technology-Enhanced Items (TEI):* Offer students the opportunity to demonstrate

[3] Hardiman, M. (2012, February). The brain-targeted teaching model for 21st-century schools. Corwin.

varying depths of knowledge mimicking high-stakes testing demands

- *Animations/Videos*: Are used as concrete modeling of behavioral learning objectives, hooks to introduce real-world applications, and bring instruction to life

Gamification—the application of game elements to learning activities—often include points,[4] rewards and varying levels,[5] as well as an element of competition.[6] Increased participation, engagement, motivation, and knowledge retention are research-based benefits of gamification.[7,8]

Learning activities throughout K12's curriculum are infused with game elements. An example of a reward engine is the Q&A Space Coaster game integrated into many English language arts and mathematics courses. In this game, students work to improve fluency with mathematics facts, selecting an exciting piece of coaster track with each correct answer to build a personalized animation that shows their roller coaster when they complete the game and reinforces the educational concept. K12's curriculum also has integrated games, where rewards are integrated into students' learning. For example, students work with money and apply computational fluency skills to purchase seeds to create flower arrangements or make a dinosaur diorama.

Currently K12's K-8 language arts and reading, K-9 math, grades 3-8 science, high school English 1-3, high school geometry and biology, and U.S. History contain Stride Skills Arcade, a teaching tool that motivates students toward mastery and rewards learning with games. Following each workshop's quiz, students practice related concepts tailored to their specific needs. Time to use the Stride Skills Arcade is integrated into courses to ensure sufficient independent practice time. The Stride Skills Arcade's adaptive technology guides students to practice where they need it most and then serves up a variety of lively and engaging activities. Students spend less time on skills they have mastered and more time practicing skills with which they are not yet proficient. The Stride Skills Arcade's vast database of questions, video lessons, and printable resources delivers content aligned to Common Core and state standards. The Stride Skills Arcade's benchmark and formative assessments identify where students are performing on specific grade-level standards throughout the year and help identify critical foundational gaps missed in prior grade levels. Test prep capabilities pinpoint student strengths and weaknesses for improved student outcomes on end-of-year assessments.

Recently, K12 built and launched several standards- and objectives-aligned **Minecraft**[9] worlds—Jamestown, U.S. Constitution, Ocean Climate Impact Challenge, Visions, Hunter-Gatherers, Egypt, and Rome available for teachers to adopt in their classrooms in most grades 5-8.

[4] Attali, Y., & Arieli-Attali, M. (2015). Gamification in assessment: Do points affect test performance? *Computers & Education*, *83*, 57-63.
[5] Merchant, Z., Goetz, E. T., Cifuentes, L., Keeney-Kennicutt, W., & Davis, T. J. (2014). Effectiveness of virtual reality-based instruction on students' learning outcomes in K-12 and higher education: A meta-analysis. *Computers & Education*, *70*, 29-40.
[6] Jagušt, T., Botički, I., & So, H. J. (2018). Examining competitive, collaborative and adaptive gamification in young learners' math learning. *Computers & Education*, *125*, 444-457.
[7] Mohammed, Y. B. & Ozdamli, F. (2021). Motivational effects of gamification apps in education: A systematic literature review. *BRAIN: Broad Research in Artificial Intelligence & Neuroscience, 12*(2), 122–138. https://doi-org/10.18662/brain/12.2/196
[8] Putz, L.-M., Hofbauer, F., & Treiblmaier, H. (2020). Can gamification help to improve education? Findings from a longitudinal study. *Computers in Human Behavior, 110.* https://doi.org/10.1016/j.chb.2020.106392
[9] Minecraft [Video Game]. (2011). Mojang Studios. Stockholm, Sweden. https://www.minecraft.net/en-us

Research has shown that meaningful and engaging games—especially those with fictional narratives[10,11,12]—are associated with increased student engagement and learning outcomes.[13,14]

Research highlights the impactful nature of **simulations** on students' educational attainment.[15,16,17] As an example of interactive activities, K12 science courses include open-ended simulations giving students an environment to model natural phenomena. The open-ended simulations present the learner with the simplest case appropriate for their knowledge development and then provide the means to reshape the environment using increasingly more sophisticated tools or ideas.[18] The simulations give students the opportunity to create and test models, to reinforce core lesson ideas, and to apply scientific and engineering practices in virtual labs. Examples of simulations in the K12 science courses are "ecosystems," an open-ended ecosystems environment that allows students to design, model and test phenomena related to the interactions between predator, prey, and producer; "sea level," an open-ended environmental engineering model developed specifically for standards that ask students to design, model and evaluate plans to mitigate rising sea levels in coastal communities; and "kinematics" is an open-ended, customizable environment with balls, ramps, timers, and blocks that allows students to design experiments and models to meet Next Generation Science Standards (NGSS).

MindPlay is an evidence-based, fully adaptive reading intervention tool for K-12 students with urgent intervention needs. Students work independently and actively, and the program adjusts to their reading level to improve phonemic awareness, phonics, vocabulary, grammar, comprehension, and reading fluency. With regular student engagement (minimum 30 minutes, 4 days per week), students can achieve literacy growth. MindPlay offers gamification elements like coin economy for themes, games, badging, and incentives such as leader boards and certificates to increase engagement. Research has found that—after being randomly assigned to use MindPlay, another competitive reading source, or normal direct instruction—MindPlay had twice the positive effect as the other resources and tools. In fact, MindPlay was the only

[10] Dörrenbächer, S., Müller, P. M., Tröger, J., & Kray, J. (2014). Dissociable effects of game elements on motivation and cognition in a task-switching training in middle childhood. *Frontiers in Psychology*, *5*, 1275.

[11] Jagušt, T., Botički, I., & So, H. J. (2018). Examining competitive, collaborative and adaptive gamification in young learners' math learning. *Computers & Education*, *125*, 444-457.

[12] Sailer, M., & Homner, L. (2020). The gamification of learning: A meta-analysis. *Educational Psychology Review*, *32*(1), 77-112.

[13] Byun, J., & Joung, E. (2018). Digital game-based learning for K–12 mathematics education: A meta-analysis. *School Science and Mathematics*, *118*(3-4), 113-126.

[14] Chiu, Y. H., Kao, C. W., & Reynolds, B. L. (2012). The relative effectiveness of digital game-based learning types in English as a foreign language setting: A meta-analysis. *British Journal of Educational Technology*, *43*(4), E104-E107.

[15] D'Angelo, C., Rutstein, D., Harris, C., Bernard, R., Borokhovski, E., & Haertel, G. (2014). *Simulations for STEM learning: Systematic review and meta-analysis.* Menlo Park: SRI International, (23). https://www.sri.com/wp-content/uploads/2021/12/simulations-for-stem-learning-brief.pdf

[16] Lamb, R. L., Annetta, L., Firestone, J., & Etopio, E. (2018). A meta-analysis with examination of moderators of student cognition, affect, and learning outcomes while using serious educational games, serious games, and simulations. *Computers in Human Behavior*, *80*, 158-167. https://doi.org/10.1016/j.chb.2017.10.040

[17] Pellas, N., Mystakidis, S., & Christopoulos, A. (2021). A systematic literature review on the user experience design for game-based interventions via 3D virtual worlds in K-12 education. *Multimodal Technologies and Interaction*, *5*(6), 28. https://doi.org/10.3390/mti5060028

[18] Rieber, L. P. (1996). Seriously considering play: Designing interactive learning environments based on the blending of microworlds, simulations, and games. *Educational Technology Research and Development*, *44*(2), 43-58. https://doi.org/10.1007/BF02300540

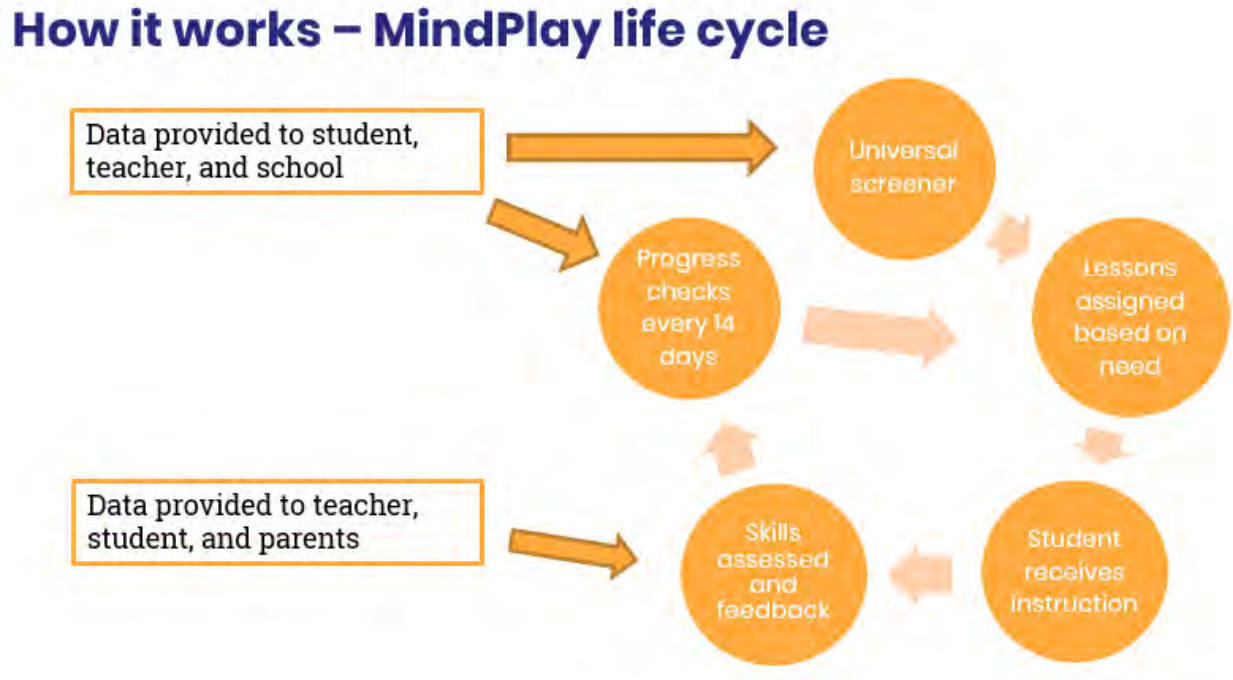
instructional tool to have an impact on students two or more grades below the student's grade level and those with advanced reading skills.[19]

School staff, families, and students are provided with data and support including:

- Various engagement reports
- School leader coaching and professional development sessions
- Family and student support sessions
- Teacher professional development sessions

Key Features of MindPlay include:

- Students begin the program with a diagnostic screener. The program sets instruction 2-3 years below assessed grade level and includes phonemic awareness as needed for students in grades 2 and up.
- MindPlay also includes phonics, grammar, and vocabulary instruction, utilizes the Orton-Gillingham methodology, and requires 100% mastery.
- If phonemic awareness is not needed, MindPlay focuses on fluency and comprehension. Eighty-five percent comprehension is needed before speed and text complexity increases.



K12 has partnered with **Newsela** to bring current, relevant leveled articles to enhance the texts that students read in middle and high school and improve student outcomes. K12 has embedded links to Newsela content in several courses including Health, Personal Health, Project Based Learning (PBL) Health Sciences, National History, World History, and Middle

[19] Kloos, et al. (2019). MindPlay virtual reading coach: Does it affect reading fluency in elementary school? *Frontiers in Education*. https://www.frontiersin.org/articles/10.3389/feduc.2019.00067/full

School Career Explorations. Many of the articles are critical to the student's mastery of lesson objectives. Newsela curates articles from over 100 media partners (e.g., The New York Times, Scientific American). Articles are offered in five reading levels, allowing readers of all levels to access high-interest content. Most content is available in Spanish. Newsela's site provides many powerful tracking and data tools available to teachers.

Big Universe is a digital library that would be made available to LNCA students, offering thousands of leveled ebooks, a reading fluency tool, analytics to demonstrate reading growth, and engaging reading practice opportunities. Over the past two years, Big Universe has been used in at least 102 public school districts in over 32 states. According to a study conducted by the independent research firm SEG,[20] fourth grade students who used Big Universe over a six-month period showed greater improvement in reading skills than comparable students who did not use the platform. Big Universe and the fluency tool are embedded directly within K12 English language arts grades 1-5 courses. To support teachers in matching readers to engaging texts at their instructional reading level, courses provide reading benchmarks and reading checkpoints which allow teachers to place fluency checkpoints into student plans as appropriate for a student's class and schedule. In ELA 3-5, Big Universe leveled selections are served up based on the student's most current reading level in the Try It: Apply sections of the course. The fluency tool uses sophisticated natural language processing and scoring based on empirical research. A benchmark test is provided to students and asks them to read three passages aloud, to retell what they have read, and to answer a few comprehension questions about each passage. The fluency tool determines each student's reading level using measures of reading rate, comprehension, accuracy, and expression, and assists the teacher in assigning students to the appropriate instructional level.

INSTRUCTION

We understand that each student LNCA serves will be different in how they want to learn, choose to learn, and what they need to learn; therefore, we believe it is important that every course and every supplemental product or tool supports that individual personalized learning need. LNCA's instructional model combines online technology with traditional instruction and materials. State licensed teachers will provide both synchronous instruction (where the student and the teachers are online together) and asynchronous instruction (when the student is working more independently off-line) and support to students and will work in conjunction with Learning Coaches (usually a guardian or parent but could be any caring adult) to ensure student success.

Synchronous Instruction

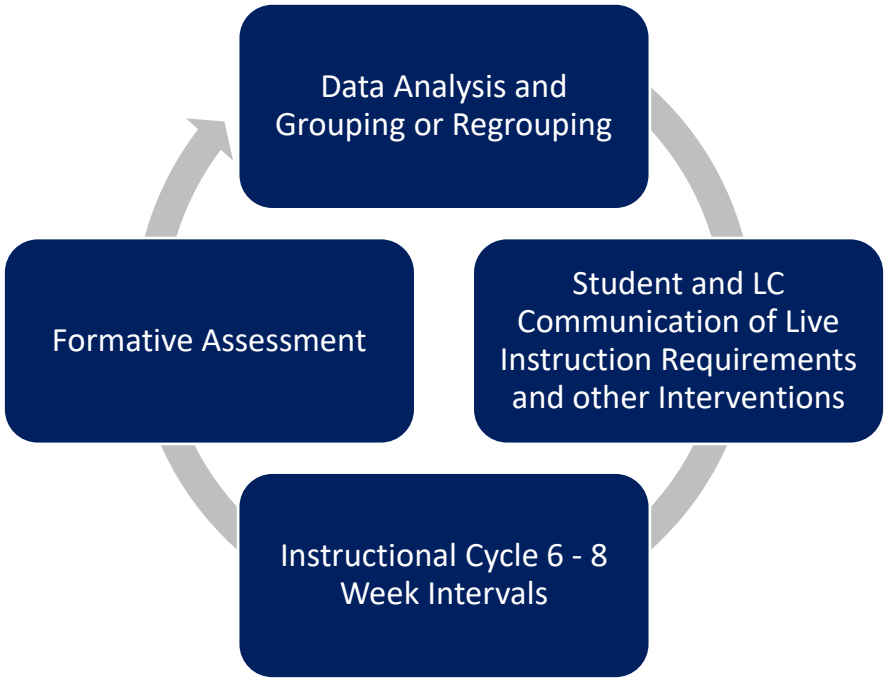
Synchronous instruction is an essential component of the School's instructional model. Teachers provide direct instruction and support in "Class Connect" sessions using a web-based

[20] SEG Measurement. (2014, September). A study of the impact of Big Universe on student reading growth. www.k12.com/content/dam/stride-ls/reading-literacy/LS_Big_Universe_Brochure.pdf

conferencing platform. Students will attend Class Connect sessions by logging on to the Learning Management System, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and engage in lesson topics synchronously with teachers and fellow students.

LNCA will establish an instructional cycle: a predetermined cycle of time for targeted and general instruction determined by student data that allows students to be grouped by instructional need. Prior to each instructional cycle, teachers and academic leaders will collaborate to analyze student performance data in core content areas. Based on this analysis, students will be assigned to the appropriate synchronous Class Connect sessions on a web conferencing platform to include targeted instruction for all students. The frequency and duration of required synchronous instructional sessions is dependent on each student's academic needs.

Teachers will continuously monitor student progress through the Learning Management System and work actively with students and parents to advance each student's learning in all coursework. Students in LNCA will be regularly assessed in all core courses to ensure they are proficient in state standards. Students in career-based courses will be graded based on project completion.



Formative assessments will be given throughout the instructional cycle. In the week following an instructional cycle, teachers and academic leaders work collaboratively to analyze data and

regroup students for the next instructional cycle. The entire instructional cycle (instruction, assessment, data analysis/student grouping, and student/parent communication of requirements) generally lasts 6-8 weeks with one week between cycles set aside for teachers and academic leaders to evaluate data and regroup students.

As part of a comprehensive instructional model, the School will establish a Multi-Tiered System of Supports (MTSS) approach to the early identification and support of student learning. The model is used to efficiently differentiate instruction for all students and incorporates increasing rigor in instruction, offering specific, research-based interventions matched to student needs. Throughout the MTSS process, student progress is monitored frequently during instruction to examine student achievement and gauge the effectiveness of the instruction. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Decisions about the intensity and duration of interventions are based on individual student response to instruction and integrated as part of the instructional cycles.

Through synchronous instruction, teachers will be able to interact and build relationships with students, assess skill level, and provide personalized instruction to meet the academic needs of each student. Below is a list of some of the uses of synchronous instruction:

- Synchronous instruction based on state-assessed standards
- Synchronous instruction using the K12 curriculum lessons
- Remediation for small groups based on assessment data
- Support/Remediation for individual students based on assessment data
- Enrichment for accelerated learners
- Providing individualized instruction and drop-in tutoring
- Skill assessments
- Test taking skills and practice questions for state testing
- Classroom/community building activities
- Science experiments
- Student and/or group projects
- Book clubs
- Literature circles
- Writing workshops

Asynchronous Instruction

K12 courses meet a wide variety of student learning preferences and follow well-researched and proven instructional methods. Learning Coaches monitor student performance and progress in courses. Teachers, students, and Learning Coaches collaborate and meet to ensure the engagement and success of every student. In grades K through 5, Learning Coaches play an essential role in working with students offline on hands-on activities such as handwriting and other manipulative exercises.

In the K12 Online Middle and High School platforms, teachers can provide asynchronous instructional and assessment materials directly inside the online course itself. Teachers have a

significant level of control over the delivery of and access to online course activities. Teachers can assign release conditions to course content and activities to control when and if a student is provided that content or activity. Release conditions can be customized to be triggered by specific student behaviors and performance in the course which provides a powerful tool for the differentiation of asynchronous instruction. Teachers can also employ audio and video to provide teacher presence in courses and utilize online discussions to develop communities of learning within their courses.

K12 courses provide enhanced features to further support students and teachers. Built-in formative assessments allow teachers to employ data-driven instruction through the use of enhanced assessment reporting based on state standards. The result is a course that makes it easier than ever to differentiate instruction for students while increasing visibility into student readiness for high-stakes state testing.

Our goal is to maximize the effectiveness of direct instruction that teachers provide by surrounding students with a wide range of learning experiences that are independent but aligned to direct instruction. Many students will benefit from both direct instruction and online independent learning tools. Some will rely heavily on teachers and, to a lesser extent, Learning Coaches, while others will be more independent and self-directed. By supporting all these learning preferences, LNCA will meet the needs of the range of students it serves. Connecting all these learning support sources is alignment to Hawai‘i’s Subject Matter Standards, a range of rigor, and a diversity of content to maximize student engagement.

The learning experiences offered by LNCA through courses, supplemental materials, diagnostic tools, and learning reinforcement tools are each designed to engage students. It is important to recognize that effective teaching and learning is about meeting the student where they are on a continuum of learning within each content area, using technology and teacher expertise. Effective teachers adapt curriculum and instruction to meet the needs of individual students. Personalized learning must be available to every student through each content experience.

Consider a continuum of content, ranging from teacher-led instruction to a completely technology-driven experience. LNCA will offer teachers for every subject/course and every student. Class sessions may be delivered in small group or personalized individual sessions. Regardless of the technology level, the important feature of these personalized experiences is that each one provides learning experiences that meet the specific and unique learning needs of individual students.

Learning Coach

Learning Coaches are usually the student's parent or another responsible adult who is dedicated to making sure their child receives a quality education. A Learning Coach supports the student in the learning process while they are enrolled in the School. They are responsible for ensuring their student is on track with assignments and coursework as well as

communicating with teachers throughout the school year. Learning Coaches play an active role, especially in the early grades.

The typical time commitment for a Learning Coach varies depending on a variety of factors but in general a Learning Coach should anticipate the following commitments:

- Grades K–5: 3 to 6 hours/day
- Grades 6–8: 2 to 4 hours/day
- Grades 9–12: 1 to 2 hours/day

The LNCA program is set up to help Learning Coaches succeed in their role as a Learning Coach by providing resources, tools and programming designed for Learning Coaches. Learning Coaches have access to an online LC Community which provides them the ability to develop relationships with other Learning Coaches, engage and connect with resources to help them in their role as a Learning Coach.

LNCA ELEMENTARY SCHOOL

ELEMENTARY SCHOOL CURRICULUM

Families with students enrolled in grades K-5 begin the school year with either "Online Learning K-1" or "Online Learning 2-5." These introductory courses provide an overview of each curriculum area so students and learning coaches can familiarize themselves with the philosophy behind the curriculum methodology and overall course organization. Topics covered in grades K-5 include:

- the online school tools like the daily plan, messages, and help;
- course organization of lessons, including assessments;
- resources such as a digital library (e.g., Big Universe); and
- strategies to get organized and be a successful student in online courses.

The lessons are interactive and include actual animations or graphics that are used in the courses themselves. By the end of their respective introductory courses, students are fully prepared to begin their lessons in the online school.

Elementary students at LNCA will take art, English language arts, fitness and health, math, science, social studies, and music courses with 100% alignment to the HCGSS including standards related to Hawaiian history and culture. Fourth grade social studies is specific to Hawai'i State History and fifth grade social studies includes Early American History, History of the United States, and Modern American History. Elementary students may also opt to take a world language. With hundreds of engaging lessons in each subject across the curriculum, students will learn the fundamental skills and knowledge building blocks or schemas needed to master the major subject areas, meet state standards including Hawaiian history and culture standards, and complete more advanced coursework. The curriculum includes formative and

summative assessments built in at regular intervals appropriate to each course and subject. For career awareness, elementary students will also use Big Universe (see previous description).

ELEMENTARY SCHOOL INSTRUCTION

Each elementary school student will be instructed by state-licensed teachers. A healthy working relationship between the student and the assigned teacher(s) and between the Learning Coach and the teacher will be essential. A licensed teacher(s) will be assigned to each elementary school student and will communicate with the parent through email, telephone, and online web meetings. It is the teacher's personal responsibility to ensure the engagement and academic success of each individual student in his/her class. Teachers engage students in the coursework and continually motivate them through frequent live interaction. Teachers also validate student attendance and course activity, are responsible for curricular mastery, review and provide feedback for work samples, monitor progress, assign course grades, and focus on each student's individual strengths and weaknesses. Students learn from this feedback and then revise their efforts for future assignments. Teachers help set the pace of the course by setting due dates and supporting students through the use of synchronous and asynchronous methods.

The Career and College Readiness program in the elementary school setting is focused on Career Awareness. A primary tool utilized by K12-Powered Schools to facilitate Career Awareness is Big Universe. The Big Universe literacy library is available to students and accessible to them via their Online Learning System (OLS) account that allows parents and teachers to ensure students have access to appropriately leveled reading materials. These reading materials, under the direction of the teacher and/or Learning Coach can be used to access career-related content, facilitating student awareness of career opportunities that can be intentionally aligned to industry gaps, areas of industry growth in the state of Hawai‘i and/or the specific island where the student resides.

LNCA MIDDLE SCHOOL

MIDDLE SCHOOL CURRICULUM

Students in grades 6-8 begin the school year by attending either "Online Learning: Middle School"—which introduces new students to the online learning platform, or "Welcome to Stride Career Prep." These courses provide an overview of each curriculum area so students and learning coaches can familiarize themselves with the philosophy behind the curriculum methodology and overall course organization. Topics covered include:

- the online school tools like the daily plan, messages, and help;
- course organization of lessons, including assessments;
- resources like Big Universe;
- strategies to get organized and be a successful student in online courses;
- time management (including how to take advantage of the flexibility of online courses); and

- how to form a consistent plan each day.

The lessons are interactive and include actual animations or graphics that are used in the courses themselves. By the end of their respective introductory courses, students are fully prepared to begin their lessons in the online school.

Middle school students will take English language arts, math, history and social sciences (including History of the Hawaiian Kingdom and Pacific Island Studies) , science, world languages, and elective courses. For the 2024-2025 school year, elective courses will include Career Explorations, Coding Fundamentals, Computer Literacy, Game Design, Health, Intermediate American Art, Intermediate World Art, Introduction to the Internet, Journalism, Photography, Physical Education, Spotlight on Music, Web Design, and World of Computing. Skills recovery courses are also available for English Language Arts, History/Social Studies, Math, and Science. Students learn the fundamental skills and knowledge building blocks or schemas needed to master the major subject areas, meet state standards, and complete more advanced coursework. The curriculum includes formative and summative assessments built in at regular intervals appropriate to each course and subject.

MIDDLE SCHOOL INSTRUCTION

Middle school and high school students will have one subject-specific teacher for each subject studied. The teacher will be responsible for conducting online sessions and discussions, providing individualized support, validating student attendance and course activity, curricular mastery, setting and grading assignments, and providing instructional feedback. This approach will allow the parent to focus on serving as a Learning Coach and guide to her/his student to help them achieve academic excellence.

The goal of the middle school CCR program is to create an experience that allows students to explore a number of careers and industry sectors, while understanding personal strengths and interest and potential intersection of these personal attributes and the workforce. By engaging students early and often, they will have the opportunity to create a vision for their high school years and beyond. There are two stages to the middle school CCR approach: Career Awareness and Career Exploration.

During the Career Awareness phase, students are exposed to a wide variety of career clusters as a foundation for future learning. Students will take part in awareness coursework, including introduction to career clusters, through PBL, and professional skills development. Students in grades 7-8, as appropriate, will begin to take part in Career and Technical Student Organization (CTSOs). All these elements will begin to develop culture and community around discussion, collaboration, and reflection, preparing students for the high school CCR experience.

The Career Exploration phase of the middle school CCR program allows students to focus their experience by selecting a CCR exploratory course to begin the journey of more in-depth investigation of the specific careers in a cluster. During Career Exploration, students work with

counselors, teachers, and administrators to become more active in their planning towards high school graduation and professional skills development. Students will take part in exploration coursework, which will include a deeper focus around career clusters of interest, professional skills, and through PBL. This coursework will set the stage for students to plan which pathway(s) and certification(s) they want to pursue in high school. Virtual work-based learning will be facilitated by appropriate virtual work-based learning opportunities, all focused on the student's chosen career cluster. Students in grades 7-8 will continue to have opportunities to participate in CTSOs, as appropriate. In the second semester of grade 8, students will be introduced to Tallo, an online platform that connects students with career information, allowing them to begin building their personal portfolios and developing their network.

LNCA HIGH SCHOOL

HIGH SCHOOL CURRICULUM

The "Welcome to Online Learning" course is an introduction to the virtual learning environment for high school students with information for Learning Coaches. *Finding Your Path* is a unique course offered at the beginning of each of the four years of high school specifically targeted to each student's unique concerns. School counselors and other staff guide students through an in-depth exploration of their interests, abilities, and skills. Students explore their education and career interests, define goals, and create a path through high school that will get them there. In addition, this course serves as a "home base" where students and school counselors can address topics that are critical to ensuring success in high school and beyond.

Math, English, Science, and History courses (including Modern History of Hawai'i) will be offered to high school students starting in SY2024-2025. (Comprehensive, Honors, Advanced Placement, and Credit Recovery). Unlike other programs, where a student must be on a particular "academic path," the K12 curriculum allows students to chart their own course, choosing from a variety of levels of courses including honors, AP, and credit recovery designed to match various aptitudes and goals. A wide array of electives will be offered that enrich students' education in essential areas—including those identified by the 21st Century Skills and STEM initiatives—and will prepare students well for the world beyond high school. Elective curriculum includes courses in Career Readiness Education (CRE), English, Math**,** World Languages; Science; History and Social Sciences; Fine Arts; Technology and Computer Science; Business; Health and Physical Education; and Communications. Students may also get valuable work experience and school credit for projects they design themselves in Service Learning. Foundational and credit recovery courses are offered to meet the needs of diverse learners.

The K12 Project-Based Learning (PBL) courses currently include a variety of the School's pathways including Business Management & Administration; Marketing; Information Technology; Agriculture, Food, and Natural Resources; Health and Human Services; Law, Public Safety and Security/; Arts, A/V, Digital Design & Communications; and Manufacturing & the Trades. These offerings will continue to expand to cover other pathways as K12 continues to develop this curriculum. All PBL courses are organized around 3-4 projects which contain the

following features: alignment with standards (state, national, and/or industry), real-world work scenarios, student collaboration, professional communication skills (including writing and speaking), engaging multifaceted challenges, and cycles of revision and reflection. Each project is designed to create the "need to know" for students to learn the targeted content of the course. They are built to meet the industry metric HQPBL Framework (https://hqpbl.org/about/) with input from both PBL experts and content experts.

K12 currently has over 600 CCR courses that the LNCA is able to utilize. Of these, more than 100 are PBL courses. A compelling aspect of the PBL courses is the ability for LNCA to partner directly with local industries to integrate projects into courses based on the real industry needs of that partner. This makes learning relevant for students; provides an opportunity for students to work within the standards of the business world; provides exploration of various aspects of career development; and provides opportunities for local industries to meet our students for future employment. All CCR courses, including PBL courses, are set up to engage local, state, and national business and community partners. This is done through a series of online platforms including Zoom, Tallo, and Nepris or successive software.

HIGH SCHOOL INSTRUCTION

As stated above, high school students will have one subject-specific teacher for each subject studied. The teacher will be responsible for conducting online sessions and discussions, providing individualized support, validating student attendance and course activity, curricular mastery, setting and grading assignments, and providing instructional feedback. This approach will allow the parent to focus on serving as a Learning Coach and guide to her/his student to help them achieve academic excellence.

High school students will engage in an academic program they find relevant to their future. High school students enrolled in LNCA will earn a high school diploma while having the opportunity to study in career clusters developed based on Hawai'i's skills gap research and market demand data. Throughout high school, our students will be part of a cohesive career readiness experience blending PBL courses; career exploration tools; CTSOs; career counselors; National Career Readiness Certificate/Test Prep; work-based experiences; industry partnerships; college credit as available; dedicated employees who hold licenses required for their role; and a statewide Advisory Council. Upon graduation, students will be prepared to pursue a specific career and/or postsecondary education. All of this will be grounded in a sound foundational education utilizing the ESP's research-based curriculum. Students and teachers will interact online in whole group, small group, and one-on-one scheduled sessions utilizing a web-conferencing tool (e.g., Kaltura https://corp.kaltura.com/). They will also communicate via telephone, email, Zoom, instant messaging, and in person. Hawai'i-licensed teachers will be assigned to each course and will be directly responsible for the engagement, instruction, and learning of their students.

Project Based Learning

To hone their developing social and professional skills (e.g., communication, collaboration, teamwork, problem- solving, etc.) while learning subject/content knowledge, LNCA students will participate in Project Based Learning (PBL), an experiential approach to education through relevant and authentic applications that mimic the real-world challenges students may encounter in the workplace.

Today's fast-paced work environment requires employees to know how to quickly acquire new knowledge and skills as needed through traditional print, online, and shared resources. It also requires employees to work with others outside of their physical location. The abilities to effectively communicate, collaborate, and manage projects virtually are a major part of today's work environment. PBL in an online environment mirrors this real-life experience.

Many students find PBL to be more rigorous, challenging, and engaging than traditional "sit and get" curriculum, with better preparation for their future academic and professional careers.

K12's PBL courses incorporate research-based best practices in designing the student experience. The PBL courses do not simply add projects to existing curriculum; rather, the learning takes place within projects themselves. One project may encompass concepts from many course topics. Furthermore, every PBL course is designed to integrate durable skills development to ensure our students are ready to work in professional environments. "Durable skills" include a combination of how we use what we know – skills like critical thinking, communication, collaboration, and creativity – as well as character skills like fortitude, growth mindset, and leadership.[21]

To ensure PBL course alignment, projects are built from the standards up. Career and College Readiness (CCR) projects will integrate standards from multiple subject matters and licensed teachers will collaborate with one another to ensure standards are being met within the CCR courses. Many core courses will use a series of projects, direct whole class instruction, online curriculum, and small group instruction to ensure state standards are being met and students are learning in an applied real-world environment. The "**Day in the Life**" segment below captures this in an illustrative example format.

****

A Day in the Life of a High School Student - - Health Sciences Pathway
While the example below is characteristic of the type of day a high school student may have, there will be no such thing as a "typical day" as the structure and framework of LNCA will be intentionally fluid to mimic a realistic school and work environment.

[21] *High Demand for Durable Skills*. America Succeeds. Retrieved December 16, 2022, from https://americasucceeds.org/policy-priorities/durable-skills

8:00 am – Introduction to Medical Anatomy and Terminology (PBL Example): Health professionals in this pathway will learn the prerequisite skills necessary to work directly with patients. Kailani's experience in this pathway will begin with basic Medical Anatomy and Terminology, but will lead to a capstone experience that prepares the student to specialize and obtain industry certification in one of the following Health Professions: Medical Assistant, Certified Nursing Assistant, Pharmacy Technician, Sports Medicine, Physical Therapy, Dental Assistant or Veterinary Technician. Students are about to begin a group project in this course that outlines the steps necessary to select a location, procure business funding and design an office associated with their profession of interest. Kailani begins class in the virtual classroom in a whole group setting. Kailani then transitions to a small group setting in an assigned Microsoft Teams space, where she begins collecting and organizing research associated with her project. At the end of this course, completed projects will be presented to a panel of industry professionals via a virtual event where students will receive active feedback on their projects. Kailani's teacher has collaborated on the project design to incorporate subject area standards such as Hawai'i's English Language Arts and Math standards.

9:30 am - Algebra: After the Medical Anatomy and Terminology project kick off, Kailani attends a small group Class Connect session. Her teacher noticed via online assessments that a few students are struggling with graphing algebraic equations. The class is synchronous, and Kailani's teacher leads a small group in the necessary steps. Kailani has an "aha" moment and really gets it. The teacher assigns a post-class assessment to check that all students grasped the material.

10:30 am – Career and Technical Student Organization (CTSO) Participation: Kailani signs in to Microsoft Teams space associated with the school's SkillsUSA Chapter. Kailani serves as acting treasurer for the duration of this school year. Students actively discuss a civics project promoting dental hygiene amongst youth populations. Students outline ideas for fundraising and plans to meet in person to assemble and distribute Dental Wellness kits.

11:30 am – American Literature: Student attends a live Class Connect session where her American Literature teacher leads a discussion about The House on Mango Street. Afterwards, her teacher assigns a new group project: explore the culture of Mexico. Kailani's team will create a presentation using Microsoft tools that highlights three famous Mexican scientists or mathematicians; includes regional details about the people, customs, courtesies, and lifestyle of the people of Mexico; presents a regional recipe; and discusses how this new knowledge about Mexico has changed or reinforced their understanding of Esperanza and the other characters in The House on Mango Street.

12:30 pm – Independent Study: After American Literature, Kailani logs in to the Learning Management System and checks her dashboard. She sees she must catch up in her chemistry class before a synchronous session tomorrow. She completes the work, learning about chemical bonding and reactions and works on an online lab about precipitation reactions with salt.

1:30 pm –Project Check In: After lunch, Kailani checks in on her Digital Arts project team in Microsoft Teams. She sees one group member from her Intro to Medical Terminology and Anatomy course has already started researching potential funding sources for a medical facility buildout. Kailani reviews the sources and recommends connecting with local medical professional that she knows through a local club to ask for their professional opinion. Her teammates respond with affirmation and make recommendations on a few resources to connect with.

2:30 pm – Microsoft Office (PBL example): Kailani finishes the day working on a project she started two weeks ago in her Microsoft Office course to develop a Power Point presentation with ideas about volunteer opportunities in her community. She learns how to add, modify, crop, and align objects on slides. When she finishes her lesson, Kailani posts to her engineering project group's Microsoft Teams page. "Hey team!" she says. "Look what I learned to do in Power Point today. Put my name next to 'Make presentation' on our list of tasks!" When her Microsoft Office class is completed, Kailani plans to take the Microsoft Power Point Specialist and Microsoft Word Specialist certification exams to earn credentials.

Working on authentic projects enables the School to reflect real-life work environments and teach students how to manage time, work with others, and balance resources. Kailani's teachers teach student collaboration, communication, and project management skills right along with course content. Student collaboration is taught, modeled, assessed, and practiced in a safe and secure environment. The teacher monitors and can step in when there are challenges in peer-to-peer interactions and use them as learning opportunities.

LNCA students will have scheduled meeting times for various classes which will usually take place on the Kaltura platform in which teams can work together with teachers present. Students will also be expected to meet independently with their team members using Microsoft Teams while teachers are monitoring. Students will be taught – and have ample opportunity to practice – proper online etiquette and communication skills.

This Project Based Learning approach will be used in all grade levels and content areas where it is appropriate. All projects are designed from state, national, and/or industry (for career education courses) standards and with the age and readiness of the learners in mind. Oftentimes the youngest students are some of the best project-based learners as they are unaware of limitations.

5:45 pm – Kailani visits a local Physical Therapy Clinic scheduled for her by her School Counselor. She spends 90 minutes touring the facility, interviewing the facility owner and support staff. She takes time that evening to take notes on her experience to further discuss with her School Counselor. She also takes time to reflect on whether or not a specialization in Physical Therapy is the direction she wants to go as she nears the completion of her chosen Career Pathway over the next two years. Kailani will engage in internship experiences as she nears the end of the course of study and prepares to pursue certification and apply for full time employment.

Most class projects will last from 4 – 6 weeks. Students may work independently or be assigned to different teams to work on projects to mimic the real-world work environment of today. All projects will be grade-level appropriate with the proper instructional guidance for each age group.

Classes and projects will be delivered via a teacher-led web conferencing platform such as Microsoft Teams via groups created and monitored by teachers. LNCA will use video conferencing and class collaboration software to bring students together to connect and learn. A variety of technologies will bring virtual professional skills into the experience. This will allow teachers to model, teach, monitor, and assess collaboration, communication, and problem-solving. The tools used will provide audio, video, instant messaging options, and document sharing, among other features. Student groups will work together on the same documents in real time or asynchronously while maintaining video and/or chat conversations. Teachers can monitor all student work and conversations in the system and will both manage and monitor student learning of the tools and course material.

Students will connect with industry experts to provide greater authenticity and mentorship throughout projects. Authentic partnerships will be facilitated by teachers with state-based industry partners and other industry experts that LNCA has a relationship with and online resources which virtually connect educators and learners with a network of industry professionals, bringing real-world relevance and career exploration to all students.

Through the instructional methodology of PBL and best practices outlined below, students are given authentic learning experiences that will prepare them for the next steps in their Career and College Readiness journey. PBL allows students to practice, learn, and experience the knowledge and skills they will need for internship, work-based learning experiences, and career opportunities.

Best practices for PBL students:

1. Presenting their work to an authentic audience which could include professionals in the field they are studying;
2. Reflecting on their experience throughout the course of the project;
3. Engaging students in deep and critical thinking;
4. Doing meaningful work that is relevant to their lives and futures;
5. Learning and practicing collaboration with peers and others; and
6. Learning to work through and manage a process from start to finish.

Evidence of PBL best practices and research supporting PBL informed the above list which is the core of the *Framework for High Quality Project Based Learning* [22] developed by the Buck

[22] Buck Institute for Education. *Framework for High Quality Project Based Learning*. Retrieved June 8, 2020. https://hqpbl.org/wp-content/uplcorrecoads/2018/03/FrameworkforHQPBL.pdf

Institute for Education in 2016. This document, "describes six criteria, each of which must be at least minimally present in a project for it to be judged "high quality." The presence of a criterion, however, is only a beginning. Each criterion can be judged in turn as to the quality of its implementation. Projects that are the most memorable, and that have the greatest impact on student learning and development, will be those with the highest quality implementation of each criterion. The Framework for High Quality Project Based Learning is intended to stimulate reflection and conversation about ways that projects can be improved and deepened."

A subsequent Buck Institute for Education brief ("Project Based Learning and Every Student Succeeds Act (ESSA) Evidence Levels: Is PBL an evidence-based practice?") demonstrated how PBL aligns to ESSA Evidence Levels 1 and 2.[23] According to this research, "Randomized controlled trials showed that students in PBL classrooms demonstrated stronger outcomes at the statistically significant levels when compared to their non-PBL peers.

Other recent research outlines the positive impact PBL has on equity and Social and Emotional Learning.

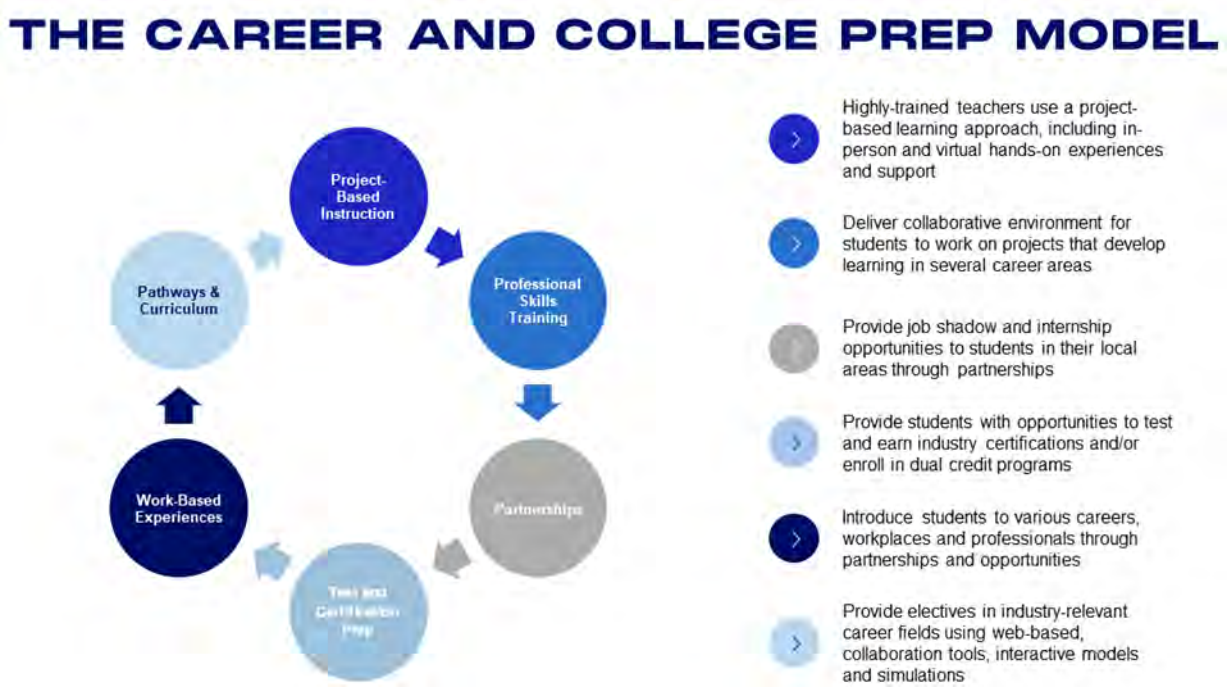
Equity: Four studies released this year by Lucas Education Research (LER) and academics from universities around the country provide strong evidence that rigorous PBL improves student outcomes across racial and socio-economic backgrounds and reading and language-proficiency levels. (Lucas Education Research, 2021)

Social and Emotional Learning: Reflection in the service of revising project work helps students learn how to incorporate and interpret feedback from others. In this way, reflection encourages growth and helps students develop self-management skills that empower them to persevere through difficult times. (Krajcik et. al., 2021)

Career and College Readiness Framework

While the instructional approach of the- CCR program will be informed PBL with integrated durable skills development, LNCA will provide components that fit within this framework that make the instructional program robust, engaging, and effective. The CCR Framework components are:

[23] Kingston S., deMonsa, J., and Wagner, K. (2022). Project Based Learning and Every Student Succeeds Act (ESSA) Evidence Levels: Is PBL an evidence-based practice? PBL Evidence Matters 2(1). The Buck Institute for Education.



Career Pathways and Exploratory Courses: In addition to their core education courses, students at LNCA will be expected to complete a sequence of career learning courses designed to provide foundational and advanced learning in specific career pathways. A program of study will be created for each available pathway as part of the student's Graduation Plan. Each pathway has exploratory, foundational and career prep courses as well as various pathway electives. Generally, students must complete 3 to 5 courses within a specific pathway to earn an endorsement. Where applicable, students can take concurrent enrollment courses through a postsecondary institution to fulfill a pathway course requirement. Eligibility for enrollment in these courses will be determined by LNCA administration based on a student's grade level and academic performance and agreement with a postsecondary institution.

Career and College Readiness schools have access to 35+ industry recognized certifications across eight career fields. This includes course curriculum aligned to the certification and certification prep to ensure students are prepared to earn the certification(s). As an example of Career and College Readiness schools preparing students for certifications, beginning in 2022, Destinations Career Academy of Colorado is operating a Mobile Health Science Computer Lab for health sciences students for all pre-clinical lab work. Students studying these pathways will use the mobile lab: CNA, CMA, Phlebotomy, EKG, and Sports Medicine. Other CRE pathways requiring lab experience will be added as needed in the future.

We know that a virtual learning model can incorporate the primary features of career readiness education. As a result, LNCA will offer a high school program as a part of its virtual learning model that allows students to pursue a distinct academic pathway based on the National Career Cluster Model designed by the National Association of State Directors of Career

Technical Education Consortium (Advance CTE) which the Hawai'i CTE program is also aligned to.

In alignment to HRS.D.1, T.a8, Ch. 302D-41, LNCA will develop comprehensive career pathways that guide students toward "Qualified Industry-Credential Programs," "will report completers to the State as required by State Policy and Procedure, and will utilize received completer monies in alignment with State guidance in order to further develop career-aligned opportunities for students."

Utilizing recently published industry data from the website http://hirenethawaii.com, which curates information from the Hawai'i Workforce Infonet, and[24] the "State of Hawaii: Long-Term Forecasts 2020 to 2030" report posted there, implementation of the following career paths that prioritize support of local infrastructure followed by connection to the tourist industry are under consideration. These are subject to change based on guidance by the Industry Advisory Council, market demand data, and student interest.

Years 1-2

1. **Healthcare**: 3.6% Growth over previous year. This area of industry has the largest number of jobs currently open and the largest potential growth by 2028 with a projection of 10,870 new jobs in the healthcare and social assistance industry.
    - Healthcare Practitioners and Technical Projected Growth, 10.3%
    - Healthcare Support Projected Growth, 18.5%
2. **Skilled Construction**: 6.6% growth over previous year. 120 jobs open now and a projection of an additional 2,350 jobs by 2028. Recommended focus on supporting affordable housing initiatives and infrastructure development and maintenance.
    - Construction & Extraction Projected Growth, 6.2%
    - Installation, Maintenance, & Repair Projected Growth, 2.2%
3. **Travel Industry Management:** 3.1% Growth. Recommended focus on careers in Travel Industry Management that lead to living wage jobs, primarily in the areas of Food Preparation & Serving, and Management.
    - Food Preparation & Serving Related, 7.5% Growth
    - Management, 4.5% growth

Year 3 and beyond (with the advice and support of the Advisory Council)

4. **Agri-Business**: 9.3% Decline over previous year. This area of industry is in decline currently but would greatly benefit from a skilled local workforce focused on recovery and future growth opportunities. Recommended focus on partnership with Native-Hawaiian Agriculture groups to identify areas of need and development of relevant career-focused course sequences.
    - Farming, Fishing, & Forestry Projected Growth, 8.4% Decline
5. **Information Technology: 6.2**% Decline over the previous year. While this area of industry has declined in the past year, it is projected to grow. As this area of industry grows there will be a need for a skilled local workforce to meet industry demand.

[24] https://www.hirenethawaii.com/admin/gsipub/htmlarea/uploads/LT_2020-30_Highlights_State.pdf

- Computer & Mathematical Projected Growth, 7.1%

An example of a CCR pathway program is K12's Information Support and Services pathway, in the Information Technology Career Cluster. The pathway starts with an exploration of fundamental IT concepts and IT careers. Students continue with coursework in computer science, cloud computing, and customer service, completing the pathway with CompTIA A+ coursework, exam prep, and certification, as well as the AWS Cloud Practitioner certification. Pathways in the IT program offer a number of industry recognized certifications such as CompTIA Network+, CompTIA Cloud Essentials+, CompTIA IT Fundamentals+ (ITF+), AWS Cloud Practitioner, CompTIA A+ Core, CompTIA Security+, ICT Gaming Essentials and CIW Site Development Associate. Students who enroll in their junior or senior years may take advantage of an accelerated program that enables them to earn credentials to be job-ready upon graduation.

6. **Professional Sales:** For future consideration, current Lightcast Industry data specifically targeting job posting analytics provides additional and strong support to the career pathways listed above, but also shows over 12,863 jobs posted in the last year in the category of Professional Sales. This high need for workers is exhibited when we combine the following job roles into a single category: Retail Salesperson, Customer Service Representatives, First Line Managers of Retail Workers, and Sales Representatives.

Counseling: Every student will have access to a school counselor to assist with necessities such as social and emotional learning, individual and small group counseling, and community resources and referrals. Counselors will work with students to help build career awareness and interest, develop Graduation Plans to ensure on-time graduation and career pathway course completion, partner students with internships, and assist with the coordination of dual credit opportunities.

Industry Certifications: Depending on the pathway(s) a student chooses with the help of his/her counselor, students may have opportunities to earn industry certifications. LNCA's program will help prepare students for industry certification tests. For example, by successfully completing Medical Assisting courses in the Health Sciences Cluster's Therapeutics pathway, students may be eligible to sit for the National Healthcare Alliance Certified Clinical Medical Assistant certification test. Many pathways culminate with and prepare students for industry recognized certifications.

To earn a certification, students must demonstrate competency in a skill or a set of skills and pass an examination. Additionally, some certifications require students to participate in a requisite amount and type of work experience or training. Through coursework and access to work-based learning opportunities, LNCA will help prepare students to achieve such certifications. Once achieved, industry certifications are recognized in the labor market; are portable across state borders in some cases; and are valid assessments of student skills. Additionally, certifications are incentives for students to stay engaged and develop essential skills such as critical thinking, problem-solving, and prioritizing information.

Career and Technical Student Organizations (CTSOs): CTSOs allow students to network with peers and potential future employers; develop professional skills; and participate in local, state, national, and virtual events, and competitions relevant to their futures. CTSOs also provide staff with mentoring and professional development opportunities. By participating in CTSOs, students can practice professional skills, provide support for community-oriented projects, and compete against students nationwide. Based on teacher and student interest, LNCA may host CTSOs such as: SkillsUSA, HOSA – Future Health Professionals, DECA, FFA, TSA, and Future Business Leaders of America-Phi Beta Lambda.

Work Based Learning: Students attending LNCA will have the opportunity to pursue in-person or virtual internships, apprenticeships, and other work-related experiences, such as job shadowing or informational interviews, summer camps, and ultimately develop an authentic view of various careers. Several of the pathways, such as those in the Health Science cluster, conclude with credentialing experiences in real industry work environments such as hospitals, nursing homes, and medical offices, etc. which are imperative for health field-related student experiences. These experiences will be arranged with third parties who offer such work-based credentialing programs.

Although LNCA will be a full-time virtual school, the Board understands that students need hands-on experiences to practice and demonstrate key career skills. LNCA's dedicated CCR staff, specifically the CCR Academic Administrator and the CCR Program Coordinator, will be tasked with building and maintaining relationships with industry partners and facilitating work-based learning opportunities for students with those partners. With the CCR staff driving industry partnerships and assistance from the Advisory Committee, LNCA will continuously identify and build those partnerships throughout Hawai'i.

All schools face challenges when it comes to transporting students to and from internships. At LNCA, students will be able to participate in internships during the academic year or during the summer. LNCA's Advisory Council and the student's use of the Tallo platform will help provide our students with exciting opportunities to build their skills in either an in-person or virtual internships. The Director of K12 Client Relations will review available resources and work with families to provide transportation, if needed, to ensure that transportation is not a barrier to equal access to internships. For students who must have clinicals to receive certificates, LNCA will ensure transportation is not a barrier to their success as well. Arrangements for transporting students with special needs will be made on an as-needed basis pursuant to the students' Individualized Education Plans (IEPs) and in accordance with all applicable state and federal laws.

If LNCA were to develop career clusters and pathways in the building trades, based on input from the Advisory Committee, parents, and students, LNCA would first ensure (like the CNA program) that students would have geographically appropriate access to hands-on, work-based experiences. This type of access may include collaboration with community and technical colleges, organized labor organizations, related industry groups, and potentially local schools with CTE centers, if needed.

These types of programs have been developed in other schools powered by K12 that implement the Career and College Readiness program. For instance, in Wisconsin, at the Destinations Career Academy of Wisconsin (WIDCA), students enrolled in the Heavy Machine Operations Pre-Apprenticeship program work directly with the International Union of Operating Engineers who provides locations, machinery, and instruction to WIDCA's students. In this case, students go directly to a physical location to practice their skills. In both cases, if transportation cannot be provided by the parent or the student, the school helps to arrange safe transportation options for its students.

Exploration of Industries and Colleges: LNCA students will have the opportunity through several platforms to research careers, experience a day-in-the-life of various professions, and showcase their talents. These state-provided or school-selected tools will provide students the opportunity to virtually explore careers through live interviews and workshops presented by industry professionals who will use live streaming tools to respond to questions, network with students, and share their day-in-the-life experiences with students in virtual classrooms. Students will be encouraged to use these exploration opportunities as tools to develop and complete projects within their coursework, ensuring integration into the instructional program.

Tallo Portfolios: Through Tallo, with the help of their teachers and career counselor, students ages 13+ will be able to maintain a portfolio to highlight their accomplishments and position themselves for work-based learning, internships, college acceptance, scholarships, and employment. The Tallo platform levels the playing field by allowing all students to showcase their skills, abilities, and credentials and selectively share them with businesses and colleges. Tallo represents over 1.5 million talented individuals from 26,000 high schools and over 4,000 colleges. Tallo partners with over 500 nationally-recognized colleges, companies, and organizations – including Boeing, Lockheed Martin, Walmart, Clemson University, Penn State, HOSA, and FBLA, among many others.

Tallo is a closed network platform that allows students to showcase their unique skills and abilities while connecting to opportunities such as post-secondary education, internships, jobs, and scholarships. Tallo is not a social media site -- students cannot view or message other students on the Tallo platform. However, in the Tallo community, students can post comments on threads. All posts are monitored by Tallo staff to ensure relevancy and appropriateness. Students are completely in control of what information they add to their Tallo profile, and their profiles are not discoverable via public search engines. Colleges, companies, and organizations on Tallo can view students' profiles for the purposes of career guidance and recruitment. Tallo has agreements with these colleges, companies, and organizations governing the proper use and confidentiality of information shared on students' profiles.

Over $20 billion in scholarships and financial aid opportunities are available through Tallo's integration with RedKite, a scholarship matching tool. Students will also be able to build a digital resume and share their profile digitally with industry professionals.

Tallo offers career guidance through their award-winning and patented career awareness and personality assessment. School counselors, teachers, and students use this 15-minute assessment to help students gain self-awareness, discover career pathways, workplace preferences, and educational opportunities through this growth-focused and purpose-driven assessment.

Over the past two years, hundreds of thousands of connections have been made between students and colleges/companies on the Tallo platform. According to a recent user survey (provided by Tallo), 80% of Tallo users plan to use Tallo after high school and through their career journey and 70% intend to update and manage their Tallo profile once a month. Sixty-eight percent of Tallo users report that the most important aspect of the platform to them is "learning about and connecting with employers" while 50% report the most important aspect for them is "connecting with colleges."81% of students believe it is important to have a digital resume or portfolio in high school.

Tallo powers virtual career and college fairs through Ping by Tallo — a virtual recruitment event solution that matches talent and recruiters at online career and college fairs. Students on Tallo can attend these virtual events for free to connect to colleges and companies. Tallo is just one of the many tools that will be available to LNCA students to assist them on their career path.

MedCerts: MedCerts, a national online certification and career training school helping students gain entry to new in-demand careers in healthcare and I.T., is a CCR partner. MedCerts delivers short-term training through 12 Elements of eLearning that include HD-quality video-based instruction, virtual simulations, games and animations, and on-the-job clinical training.

Personalized Career and College Readiness Advice: High school students at Career and College Readiness public schools have exclusive access to K12's national team of career and college coaches, known as Student Success Coaches, at no cost to them. This national team meets virtually with high school students to offer direction on creating resumes, networking, interviewing, financial aid, college preparation, internships, and more. The goal of this program is to help prepare students for life after high school, whether they plan to go to college, explore careers, pursue the military or trades, or need help in discovering where to even begin.

Meetings with students are offered through various formats to fit their busy schedules and extracurricular activities and can include pre-scheduled school-wide and classroom specific coaching sessions based on instructor requested focus, pre-scheduled one-on-one sessions between the student and success coach for a more personalized approach, and LIVE interactive monthly sessions open to high school students at all K12-powered schools on career and college topics facing students nationwide.

Success Coaching typically covers the topics below, but can be customized based on student and classroom needs based on pre-scheduled requests from school leadership and the Student Success Coaching team:

- Searching and applying for internships

- College scholarships, selection, financial aid, and admissions help
- Creating a high school resume and cover letter advocating your experience
- Interviewing skills and applying for jobs and internships
- Online networking and personal branding
- Identifying personal strengths and interests
- Professional communication, self-confidence, and direction

Student Success Coaches have a diverse background to meet the needs and connect with students from communities nationwide. They have experienced backgrounds as former recruiters, corporate executives, business leaders and hiring managers, financial aid counselors, certified resume writers, motivational speakers, DEI (diversity, equity, and inclusion) professionals, youth development specialists, and more. Additionally, coaches have access to a library of Career and College Readiness tools, internship and entrepreneurship resources, and can help schools identify and prepare students for jobs and internships in their own local communities or national employer events hosted by K12.

Outcomes from Career and College Readiness coaching focus on skill and confidence improvement. High school students report improvements in creating a resume, interviewing, job searching, professional communication, career direction, and goal setting. Students have also reported having more confidence in pursuing a job or internship, speaking about themselves in a professional setting, interviewing, and getting hired.

LNCA ELEMENTARY SCHOOL, MIDDLE SCHOOL, AND HIGH SCHOOL ASSESSMENT

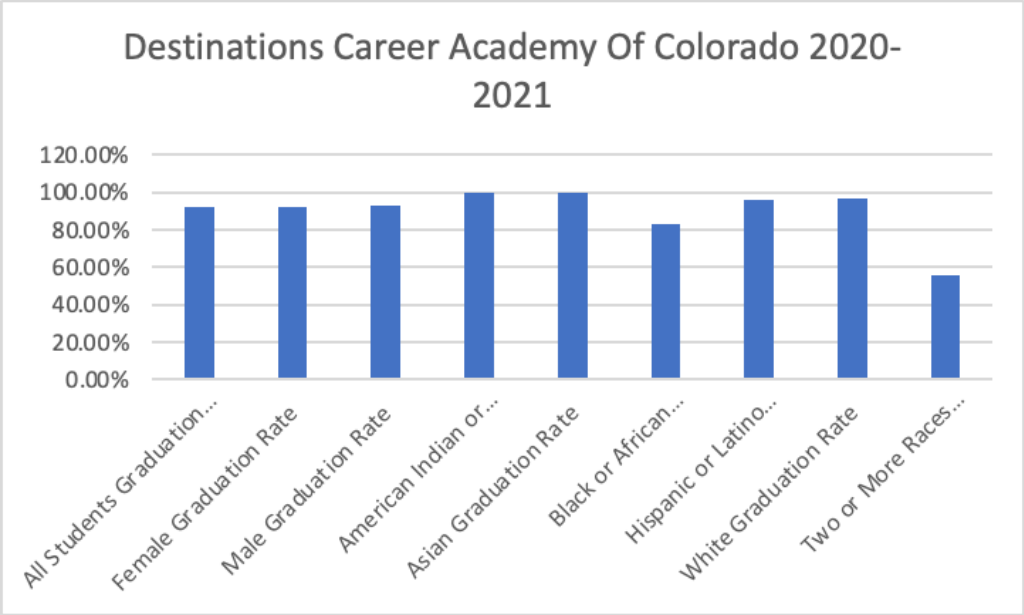
In addition to state mandated assessments, student performance will be evaluated by LNCA continuously throughout the school year in several ways, such as STAR360 and/or SBAC Interims, that are designed to inform and evaluate the teaching and learning cycle. Those assessments are described in detail in **Attachment 12 – EIS** and **Question 46 in Attachment 33 – 55**.

a. If approved and implemented, what will the impact be on the community you seek to serve? Share your data and research.

In line with our mission to “meet the needs and interests of students across Hawai'i wherever they are academically, physically, socially, and/or culturally and to prepare them for success in their chosen college or career path, in alignment with their individual kuleana” and our vision “to improve outcomes for learners, both High Need and Non-High Need Students,” we expect LNCA’s focus on Career & College Readiness education to have an impact on the student community similar to the success that other virtual charter schools focusing on these populations have experienced in recent years. In fact, we hope to do even better as best practices, tools, and measures have improved over time. One such school is Colorado Destinations Career Academy (CODCA), one of the longest running career-focused schools with whom K12, our proposed education service provider, contracts. CODCA serves students in grades 6-12 statewide and has an enrollment of 375 students. CODCA experienced significant

improvement in academic ratings since transitioning to a career-focused model from a virtual academy in SY2016-2017. Their state report card has improved year-over-year for four straight years. For the last three years the rating has been "Improvement Status." In 2022, CODCA High School received the rating of "Performance Status," the highest rating a school can earn in Colorado. CODCA's graduation rate has also steadily increased since moving to a career-focused school. The 2021 four-year graduation rate was 94.3% (well above the state average of 82.3%), an improvement of about 40 percentage points since SY2016-2017. Additionally, since the introduction of the career-focused model, the dropout rate has decreased 14 percentage points (currently 1.4%). The number of students that earn certifications and complete a CTE pathway have both increased in the last three years; the number of students earning a certification has doubled year-over-year since SY2016-2017.

CODCA Spring of 21 Graduation Rates by Demographic Group Including Year 5 Seniors:



The LFHF Board selected K12 as its proposed education services provider. When asked, K12 provided the Board with the following information and research. K12 has been providing online education and curriculum for more than 20 years. Today's students are digital natives and need both a strong academic foundation and proficiency with and within the evolving technological landscape. Their digital-first curriculum designed for virtual learning environments, including mobile devices, permeates all aspects of students' learning experiences and includes the tools and technology students need to succeed in a virtual learning environment. For families, students, and teachers who want an engaging and effective virtual education experience, K12's courses offer an innovative, student-centered approach that promotes academic success and independent learning from anywhere.

Adaptive learning technology is in many K12 courses. The adaptive technology in the Stride Skills Arcade guides each student to practice where most needed. It provides personalized

content aligned to Hawai'i's state standards in the form of questions, video lessons, and printable resources. Stride Skills Arcade's benchmark and formative assessments identify how students are performing on specific standards throughout the year and help identify critical gaps in knowledge.

Curriculum developers have a responsibility to their customers to examine, in an objective fashion, the impact of their products. K12 takes this expectation very seriously and uses a range of research studies in the development process as one tool to inform decisions about whether a product leads to student learning and success. K12 studied the usage and impact of its products before the requirements of the Every Student Succeeds Act (ESSA) and continues to do so. These studies are both formative and summative in nature and are conducted both internally and by outside, objective researchers. For example, customers review prototypes in the curriculum development stages, independent researchers are contracted to run focus groups, and teachers and students are engaged in focus groups to observe usage and early tryouts.

A 2017 independent study of K12's curriculum using a match pair study design by the Auburn Center for Evaluation is another example of the deep research K12 undertakes before introducing new products. The study was commissioned by the Council for Leadership in Alabama Schools (CLAS) and serves as a model of how K12 plans to test the impact of its new curriculum. This research falls into the definition of Category One under ESSA: Correlational, Quasi-Experimental, and Randomized Control Trials. K12 anticipates conducting correlational and quasi-experimental research for all its curriculum products in core tested grades and subjects and plans to use state accountability scores as the outcome measures. For grades and subjects for which there are commercial norm-referenced assessments instead of state assessments, K12 plans to use those measures as outcomes (e.g., Northwest Evaluation Association's [NWEA] Measures of Academic Progress [MAP], Star 360, iReady, etc.). For other subjects and grades, K12 will work with specific customers to identify credible measures of effectiveness. The goal of each is to be thorough and rigorous in the research but not disruptive to the basic function of schools as they help students learn and remain at or exceed grade level.

During the 2019-2020 school year, fourth and fifth-grade students enrolled in K12 schools made positive and statistically significant gains in reading and math proficiency on NWEA's MAP, demonstrating that the curriculum is effective at increasing student growth in both reading and math. The grade 5 ELA curriculum is effective for traditionally at-risk student groups, such as those eligible for free/reduced lunch and special education services. There is a statistically significant change in ELA MAP scores from the beginning of the year to the end of the year for all students—including those who received free/reduced lunch services and students who received special education services. These results mean that the K12 5th grade ELA course contributes to the ELA academic success of 5th grade students.

For students receiving free/reduced lunch services, there is a statistically significant mean difference between the beginning of year (BOY) ELA scale scores (weighted) and the end of year

(EOY) ELA scale scores (weighted) (t statistic = 3.14; p – value = .004), where the ELA mean increases 48 scale score points from BOY to EOY.

For students receiving special education services, there is a statistically significant mean difference between the beginning of year (BOY) ELA scale scores (weighted) and the end of year (EOY) ELA scale scores (weighted) (t statistic = 2.17; p-value = .039), where the ELA mean increases 39.63 scale score points from BOY to EOY.

Type of Analysis	Student Group (n)	Mean Change in Assessment Score (ELA MAP)	T Statistic	p-value
Paired Sample T-Test	All Students (131)	39.65	5.16	<.001***
Paired Sample T-Test	Students receiving free/reduced lunch (FRL 2 Code 2; 30)	48	3.14	.004**
Paired Sample T-Test	Students receiving special education services (39)	39.63	2.17	.039**

**Statistically significant to a 0.01 significance (alpha) level
***Statistically significant to a 0.001 significance (alpha) level

Other efficacy research has demonstrated that K12's sixth and seventh-grade math courses are also effective for students receiving special education services.

Mean Calculated Norm Math State Test Score—Grade 6 (Time in Course Treatment Group)		
	All Students	SPED Students
Treatment Mean	-0.168	-0.276
Control Mean	-0.252	-0.436
Mean Difference	+0.084	+0.16

The table above demonstrates that the K12 6th grade math course is effective for students receiving special education services who meet the K12 time in course requirement.

Mean Calculated Norm Math State Test Score—Grade 7 (Time in Course Treatment Group)		
	All Students	SPED Students
Treatment Mean	-0.149	-0.239
Control Mean	-0.208	-0.303
Mean Difference	+0.059	+0.064

This table demonstrates that the K12 7th grade math course has been found to be effective for students receiving special education services who meet the K12 time in course requirement.

Additionally, an independent analysis completed by NWEA for the 2020-2021 and 2021-2022 school years found that students enrolled in K12-powered schools achieved the same growth

on the NWEA MAP Growth assessment as students in similar schools in both reading and math.

K–5 Course List 2023–2024

Attachment 11 - EIS

For more information about courses visit
https://www.k12.com/elementary-school-courses.html

ENGLISH/LANGUAGE ARTS (ELA)
ELA K E1
Phonics K E1
ELA 1 E1
Phonics 1 E1
ELA 2 Summit
ELA 3 Summit
ELA 4 Summit
ELA 5 Summit
MATH
Math K E1
Math 1 E1
Math 2 Summit
Math 3 Summit
Math 4 Summit
Math 5 Summit
HEALTH AND PHYSICAL EDUCATION
Fitness and Health K Summit ED
Physical Activity K Summit ED
Fitness and Health 1 Summit ED
Physical Activity 1 Summit ED
Fitness and Health 2 Summit ED
Physical Activity 2 Summit ED
Fitness and Health 3
Physical Activity 3 Summit ED
Physical Education 3 Summit ED
Fitness and Health 4
Physical Activity 4 Summit ED
Physical Education 4 Summit ED
Fitness and Health 5
Physical Activity 5 Summit ED
Physical Education 5 Summit ED
Health 3 Summit ED
Health 4 Summit ED
Health 5 Summit ED

SCIENCE
Science K E1
Science 1 E1
Science 2 E1
Science 3 E1
Science 4 E1
Science 5 E1
HISTORY/SOCIAL SCIENCES
Social Studies K ED
Social Studies 1 ED
Social Studies Grade 2 Summit ED
Social Studies Grade 3 Summit ED
American Studies 4 ED
Early American History 5 ED
Modern American History 5
History of the United States ED
WORLD LANGUAGES
Elementary Spanish I (N)
Elementary Spanish II (N)
ART
Art K E1
Art 1 E1
Art 2 E1
Art 3 E1
Art 4 E1
Early American Art E1

MUSIC
Spotlight on Music Grade K
Spotlight on Music Grade 1
Spotlight on Music G rade 2
Spotlight on Music Grade 3
Spotlight on Music Grade 4
Spotlight on Music Grade 5
ORIENTATION
Online Learning K–1 (N)
Online Learning 2–5 (N)

(N) = new course
Course materials will be available in various formats, including physical and/or digital.

Not all schools offer all courses. In addition, some courses may require families to provide materials beyond those supplied by K12. For more information, please contact your K12-powered school. If you're not a current K12 family, please call 866.968.7512 with any questions.

K12 6–8 Course List 2023–2024

Attachment 11 - EIS

For more information about courses visit
https://www.k12.com/middle-school-courses.html

ENGLISH/LANGUAGE ARTS (ELA)
Summit Language Arts 6
Summit Language Arts 7
Summit Language Arts 8
MS English Language Arts Skills Recovery
MATH
Summit Math 6
Summit Math 7
Math 7 Pre-Algebra
Summit Math 8
Math 6 Skills Recovery
Math 7 Skills Recovery
Math 8 Skills Recovery
HEALTH AND PHYSICAL EDUCATION
Summit Health 6*
Summit Physical Education 6
Summit Physical Fitness 6
Summit Health 7*
Summit Physical Education 7
Summit Physical Fitness 7*
Summit Health 8*
Summit Physical Education 8
Summit Physical Fitness 8*
SCIENCE
Summit Earth Science
Earth Science Skills Recovery
Summit Life Science
Life Science Skills Recovery
Summit Physical Science
Physical Science Skills Recovery

HISTORY/SOCIAL SCIENCES
Summit American History Before 1865
Summit American History Since 1865
World History I
World History II
Summit Intermediate Civics and Economics
Summit Intermediate Global Studies
Summit American History to the Late 1800s
MS History and Social Studies Skills Recovery
WORLD LANGUAGES
WLG MS Spanish I (N)
WLG MS Spanish II (N)
ART
Summit Intermediate American Art I
Summit Intermediate American Art II
Summit Intermediate World Art I
Summit Intermediate World Art II

MUSIC
Spotlight on Music Grade 6
Spotlight on Music Grade 7
Spotlight on Music Grade 8
CAREER READINESS EDUCATION
Education and Training Explorations
Engineering Explorations*
Business and Marketing Explorations **PBL***
IT Explorations **PBL***
Healthcare Explorations **PBL***
Manufacturing Explorations **PBL***
Agriculture Explorations **PBL***
Arts, AV Tech, and Communications Explorations **PBL***
Digital Literacy IC3 Spark (N)

ELECTIVES
Computer Literacy*
Coding Fundamentals: Intro
Web Design*
Introduction to the Internet*
World of Computing*
Middle School Career Explorations 1 **PBL***
Middle School Career Explorations 2 **PBL***
Middle School Photography*
Introduction to Middle School Game Design *
Middle School Game Design: Create a Game 2*
Middle School Journalism*
ORIENTATION
Welcome to Stride Career Prep
Online Learning: Middle School

(N) = new course
PBL = Project Based Learning course available
* = one-semester course

Course materials will be available in various formats, including physical and/or digital.

Not all schools offer all courses. In addition, some courses may require families to provide materials beyond those supplied by K12. For more information, please contact your K12-powered school. If you're not a current K12 family, please call 866.968.7512 with any questions.

K12 High School Course List 2023–2024

Attachment 11 - EIS

For more information about courses visit
https://www.k12.com/online-public-schools/high-school

ENGLISH
English Foundations I
English Foundations II
Summit English 9 (H)
English 9 CR
Summit English 10 (H)
English 10 CR
Summit American Literature (H)
American Literature CR
Summit British and World Literature (H)
British and World Literature CR
AP® English Language and Composition
AP® English Literature and Composition
Journalism*
Summit Public Speaking*
Summit Creative Writing
Gothic Literature*
Summit Grammar and Composition
English Language Arts Skills Recovery I
English Language Arts Skills Recovery II

MATH
Math Foundations I
Math Foundations II
Summit Consumer Math
Consumer Math CR
Summit Practical Math
Summit Developmental Algebra
Summit Continuing Algebra
Pre-Algebra
Pre-Algebra CR
Summit Algebra 1 (H)
Algebra 1 CR
Summit Algebra 2 (H)
Algebra 2 CR
Summit Geometry (H)
Summit Integrated Mathematics I
Integrated Mathematics I CR
Summit Integrated Mathematics II
Integrated Mathematics II CR
Summit Integrated Mathematics III
Integrated Mathematics III CR
Summit Pre-Calculus/Trigonometry
Summit Probability and Statistics*
Summit Calculus
AP® Calculus AB
AP® Statistics
Geometry CR
Summit Integrated Math

SCIENCE
Summit Physical Science (V)
Physical Science CR
Summit Earth Science (V) (H)
Earth Science CR
Summit Biology (V) (H)
Summit Chemistry (V) (H)
Chemistry CR
Summit Physics (V) (H)
Physics CR
AP® Biology
AP® Chemistry
AP® Environmental Science
Summit Environmental Science*
Forensic Science*
Astronomy 1
Astronomy 2

HISTORY and SOCIAL SCIENCES
World History (H)
World History CR
Modern World Studies (H)
Modern World Studies CR
Geography
Geography CR
U.S. History (H)
US History CR
Modern U.S. History (H)
U.S. Government and Politics*
U.S. and Global Economics*
U.S. and Global Economics CR
AP® Human Geography
AP® U.S. History
AP® U.S. Government and Politics*
US Government and Politics CR
AP® Macroeconomics*
AP® Microeconomics*
AP® Psychology*
Psychology CR
AP® World History
Anthropology*
Anthropology CR
Economics*

(H) = honors course available
(V) = includes vLabs (virtual labs)
PBL = Project Based Learning course available
* = one-semester course

All courses, unless otherwise noted, are two semesters. Course offerings may vary at individual schools.
Course materials will be available in various formats, including physical and/or digital.

Attachment 11 - EIS

Civics*
Family and Consumer Science*
Contemporary World Issues
Sociology I*
Sociology II*
Archaeology*
WORLD LANGUAGES
Spanish I
Spanish II
Spanish III
Spanish I **CR**
French I
French II
French III
French III
Chinese I
Chinese II
Chinese III
Sign Language
Spanish Language and Culture
French Language and Culture

ADDITIONAL ELECTIVES
Career Planning **CR**
Summit Fine Art
Fine Art **CR**
AP® Art History
Art in World Cultures
Summit Art Appreciation
Art Appreciation **CR**
Summit Music Appreciation
Mythology and Folklore
Service Learning*
Law and Order
Lifetime Fitness and Wellness
Summit Personal Fitness I
Summit Personal Fitness II
Health I
Health **CR**
Physical Education **CR**
Summit Skills for Health*
Summit Nutrition and Wellness*
Summit Life Skills*
Summit Personal Health*
Summit Physical Education*
Reaching Your Academic Potential*
Achieving Your Career and College Goals*
Sign Language 2
Sign Language 3

H = honors course available
V = includes vLabs (virtual labs)
CR = credit recovery
PBL = Project Based Learning course available
* = one-semester course

All courses, unless otherwise noted, are two semesters. Course offerings may vary at individual schools.

Course materials will be available in various formats, including physical and/or digital.

Attachment 11 - EIS

CAREER READINESS EDUCATION (CRE)
Career Preparation I
Summit Career Planning
Education and Training Explorations*
Agriculture Explorations* **PBL**
Arts, AV Tech, Communications Explorations **PBL**
Business and IT Explorations*
Business and Healthcare Explorations
Business and Marketing Explorations* **PBL**
Construction Explorations
Healthcare Explorations* **PBL**
Introduction to Military Careers*
IT Explorations* **PBL**
Manufacturing Explorations* **PBL**
Introduction to Forestry and Natural Resources*
Principles of Agriculture, Food, and Natural Resources*
Agribusiness* **PBL**
Agriscience 1: Introduction
Agriscience II
Principles of Plant Science
Food Technology
Livestock and Poultry Production 1*
Livestock and Poultry Production 2*
Livestock and Poultry Production 3*
Wildlife, Fisheries, and Ecology Management 1
Wildlife, Fisheries, and Ecology Management 2
Agricultural Mechanics 1*
Agricultural Mechanics 2*
Agricultural Mechanics 3*
Adobe Illustrator with Exam Prep
Adobe InDesign with Exam Prep
Adobe Photoshop with Exam Prep
Animation 1*
Digital Media: Introduction*
Digital Media: Producing for the Web*
Digital Arts 1* **PBL**
Digital Arts 2* **PBL**
Digital Photography 1*
Digital Photography 2*
Digital Photography 3
3D Modeling 1*
3D Modeling 2*
Image Design and Editing* **PBL**
Interpersonal Communication* **PBL**
Fashion Design*
Interior Design*
Introduction to Journalism 1*
Journalism: Investigating the Truth 2*
Office Administration 2
Microsoft Word Fundamentals
Microsoft Excel Fundamentals
Microsoft PPT Fundamentals
Microsoft Access Fundamentals
Touch System Data Entry
Principles of Business, Mktg, Finance 1
Principles of Business, Mktg, Finance 2
Introduction to Business Info Management* **PBL**
Business Info Management: Data Essentials* **PBL**
Introduction to Management 1* **PBL**
Management: Insight and Oversight
Introduction to Business Law* **PBL**
Business Law: Legal Aspects of Business* **PBL**
Introduction to Office Administration* **PBL**
Introduction to Business Communications* **PBL**
Business Communications 2
Business Ownership 1
Business Ownership 2
Human Resource Management 1
Human Resource Management 2
Entrepreneurship 1* **PBL**
Entrepreneurship 2* **PBL**
Marketing 1* **PBL**
Marketing 2* **PBL**
Accounting 1*
Accounting 2*
Professional Sales and Promotion*
Professional Sales and Promotion 2*ttt
Sports and Entertainment Marketing 1*
Sports and Entertainment Marketing 2*
International Business*
Consumer Behavior*
Summit Personal Finance
Summit Introductory Finance
Personal Finance **CR**
Hotel and Restaurant Management
Hospitality Mgmt, Marketing, and Operations
Principles of Education & Training
Early Childhood Education 1*
Early Childhood Education 2*
Understanding Child Development*
Psychology
Careers in Criminal Justice 1* **PBL**
Careers in Criminal Justice 2* **PBL**
Criminology*

H = honors course available
V = includes vLabs (virtual labs)
CR = credit recovery
PBL = Project Based Learning course available
* = one-semester course

All courses, unless otherwise noted, are two semesters. Course offerings may vary at individual schools.

Course materials will be available in various formats, including physical and/or digital.

Attachment 11 - EIS

Criminology* **PBL**
Law and Order* **PBL**
Legal Admin Specialist 1
Legal Admin Specialist 2
Forensic Science ***PBL**
National Security* **PBL**
Principles of Public Service*
Sociology* **PBL**
Health Science I
Health Science II
Intro to Anatomy & Medical Terminology
Medical Terminology 1
Medical Terminology 2
Anatomy and Physiology
Health Sciences* **PBL**
Lifetime Nutrition and Wellness
Nursing Assistant: Introduction* **PBL**
Nursing Assistant: Patient Care* **PBL**
Nursing Assistant with Exam Prep 1
Nursing Assistant with Exam Prep 2
Nursing Assistant with Exam Prep 3
Introduction to Pharmacology* **PBL**
Pharmacology 2
Pharmacy Technician
Introduction to Medical Diagnostic Technology ***PBL**
Medical Tech: Systems and Procedures ***PBL**
Medical Office Procedures and Admin
Professionalism in Allied Health
Clinical Medical Assisting
Medical Scribe
Fundamentals of Physical Therapy
Medical Lab Assisting
Dental Assisting
Public Health* **PBL**
Human and Social Services* **PBL**
Phlebotomy*
Electrocardiography*
Clinical Medical Assisting
Pharmacy Technician
Insurance Billing and Coding
Electronic: Health Records*
Sports Medicine: Introduction*
Sports Medicine: Preventing Injury*
Veterinary Science*
Hospitality and Tourism 1*
Culinary Arts 1*
Culinary Arts 2*
Culinary Arts 3: Baking and Pastry
ServSafe Food Handler Certification
Computer and Cloud Fundamentals* **PBL** (Spring 2023)
Introduction to Restaurant Management*

Hotel Management 1
Hotel Management 2
A+ Computer Management with Exam Prep 1*
A+ Computer Management with Exam Prep 2*
AP Computer Science A
AP Computer Science Principles
Computer Literacy* **PBL**
Computer Science II
Computer Science Principles* **PBL**
Cybersecurity*
Game Design 1*
Game Design 2*
Green Design and Technology*
Computer Science I **PBL**
Introduction to Java Programming
Python Programming
Microsoft Office 1* **PBL**
Microsoft Office 2* **PBL**
Mobile Apps*
Network+ Guide to Networks 1*
Network+ Guide to Networks 2*
Security+ with Exam Prep 1*
Security+ with Exam Prep 2*
Video Game Design 1 **PBL**
Virtual Reality*
Web Design
Web Design 1 **PBL**
Web Communications* **tt**
Web Development
Game Design for Chromebooks 1
Game Design for Chromebooks 2 (Spring 2023)
Introduction to JavaScript
Data Structures in C++ 1
Data Structures in C++ 2
Introduction to Advanced Manufacturing*
Introduction to Mechanical Engineering*
Introduction to Robotics 1
Introduction to Robotics 2
Applied Engineering 1: Introduction*
Applied Engineering 2: Solving Problems*
Engineering Drawing and Design 1*
Engineering Drawing and Design 2*
Introduction to Biotechnology*
Biotechnology: Unlock Nature's Secrets*
Technician Safety and Fundamentals*

H = honors course available
V = includes vLabs (virtual labs)
CR = credit recovery
PBL = Project Based Learning course available
* = one-semester course

All courses, unless otherwise noted, are two semesters. Course offerings may vary at individual schools.

Course materials will be available in various formats, including physical and/or digital.

Attachment 11 - EIS

Manufacturing Tools and Processes*
Logistics Management
Essentials of Cloud Computing **PBL**
ORIENTATION
High School
Welcome to Online Career Learning
Online Learning: High School
Finding Your Path Series I–IV

High school student athletes can visit the NCAA website for information on NCAA eligibility and a list of courses. Please use your school code when looking for eligible courses offered by your school (or virtual academy). You can also access these courses by using your school name and state. Additional questions can be directed to your school counselor.

Many of the courses provided by California Virtual Academies meet both the University of California and the California State University systems' "a-g" requirements. However, due to the virtual nature of California Virtual Academies, the UC/CSU college systems do not recognize all the lab sciences or visual performing arts courses as a-g approved for all schools. Additional courses are currently pending approval through the UC/CSU college systems. Please check with your school for the current course status and alternative courses.

(H) = honors course available
PBL = Project Based Learning course available
(V) = includes vLabs (virtual labs)
* = one-semester course
CR = credit recovery

All courses, unless otherwise noted, are two semesters. Course offerings may vary at individual schools.

Course materials will be available in various formats, including physical and/or digital.

LNCA SCHOOL CURRICULUM RESEARCH BASIS

The LNCA school curriculum has been developed and acquired by the parent company (Stride, Inc.) of the proposed education service provider, K12. The suite of services and instructional curriculum and courseware for grades K-12, collectively referred to as the "K12 curriculum" in this charter application currently includes Stride, Middlebury Interactive Languages, Stride Skills Arcade, and Career and College Readiness (CCR) curriculum.

Research-Based Curriculum

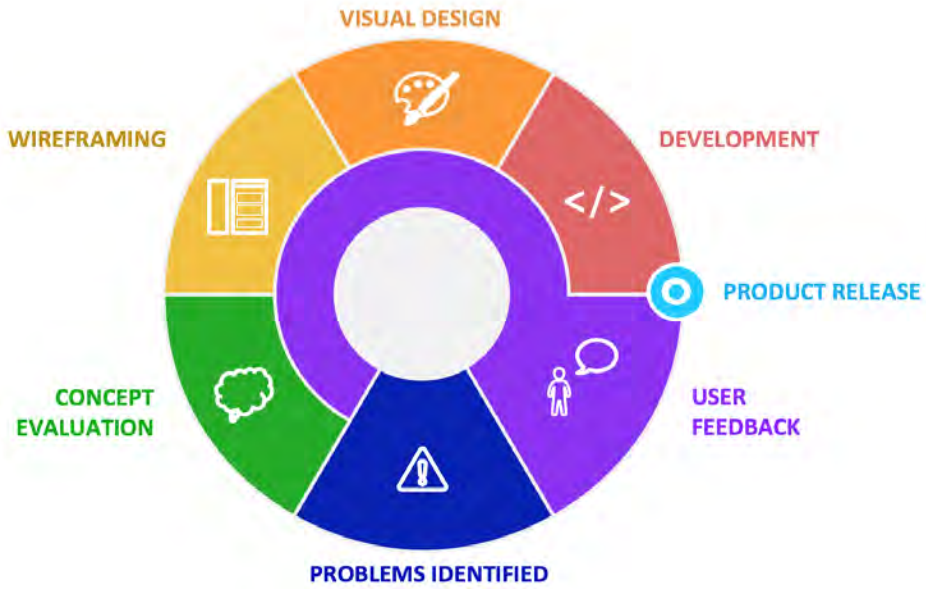
Stride has a Curriculum and Product Research team dedicated to reviewing and synthesizing research for course development teams. Both secondary research—cornerstone and cutting-edge research studies on curriculum and online learning completed by experts in their fields—and primary research—research on the efficacy and varying aspects of the curriculum are conducted in house and by third parties. Stride's curriculum is regularly updated based on the information gleaned from both primary and secondary research. From the amount of instructional time per subject and frequency and length of brain breaks, to the sequence and coherence of content to types of assessments, all modifications to the curriculum are evidence-based, data-driven, and backed by empirical research proven to be effective in improving learning.

User-Centric Design

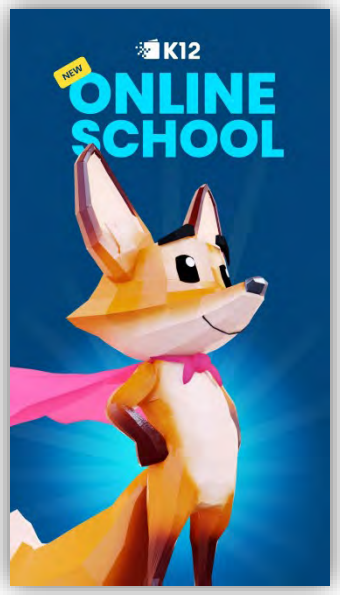
User-centric design means making a product easy and enjoyable to use by understanding the people who use the product: students, learning coaches, and teachers and other school personnel. It is an integral aspect of development. The User Experience Design Team at Stride seeks to understand users through observations and data. Information is organized to be effective for the user and aesthetically pleasing. Interactive behaviors are designed to allow users to complete their goals or tasks. This process is iterative, using user feedback to inform both initial design and design enhancements.

Utilizing user research and analytics, information architecture, interaction design, content strategy, visual design, and usability testing, the team identifies problems that users encounter within the system and works to re-design aspects of the system to make it more intuitive and user-centered.

Attachment 11 - EIS



The team Since 2015, the Stride User Experience team has conducted over 275 studies with an outreach to over 100,000 potential participants. Their work has improved the overall usability of Stride's platform, enabling students, teachers, and learning coaches to move through the system with more ease, allowing them to focus on coursework instead of technical issues.



The group continues to pilot-test new laptops with students and learning coaches to improve the online school experience. Recently, the team performed seven separate studies of newly-redesigned learning components to improve aspects of the new interfaces. A recent feedback survey of K-5 learning coaches found the new K-5 Online School (OLS) with Strider the Fox and themes has increased student motivation to do schoolwork.

Stride continuously invests and develops techniques and features in the curriculum to improve accessibility and interoperability with mobile devices. Most Stride-produced textbooks, reference guides, literature readers, and lab manuals are now offered in a digital, online format (PDFs, eBooks) and are optimized for use with mobile devices. New content is developed following mobile-first development practices and support responsive design.

How Students Learn

Research has consistently shown that the most effective instruction is based on what is known about how students learn and how subject area knowledge develops. Stride uses research on learning that encompasses all major categories of research described in recent summaries by the National Research Council and major professional research and practice groups (e.g., the American Psychological Association, the National Reading Panel, the National Mathematics Panel, the American Educational Research Association), as well as hundreds of papers, books, and articles by cognitive science researchers. Stride has longstanding experience in translating the large all-encompassing findings of major research initiatives into the particularities of course structure, individual units and lessons, and the structure, scaffolding, and sequence of individual interactive assets.

The National Research Council (2005) has organized two volumes of research on learning around three fundamental principles which Stride draws on as organizing principles for curriculum development:

- Instruction must engage students' prior knowledge because "new understandings are constructed on a foundation of existing understandings and experiences" (p. 4). This means it is important to assess what prior knowledge students have and either build on that knowledge or remediate as necessary before introducing new content. Further, it has been found that many students have serious misconceptions or partial understandings particularly in science and mathematics that must be addressed during instruction. Consistent with these and other widely-replicated research findings, the Stride curriculum has adapted a variety of strategies for accounting for prior knowledge, including pre-testing and providing instruction on pre-requisites in lessons, taking care to build on knowledge that students mastered in previous grade levels, and teaching for mastery so that each topic learned provides a foundation for future learning (rather than needing to be reviewed repeatedly/multiple times in future grade levels). Misconceptions are addressed through subject-specific methods.

- Both factual knowledge and conceptual understanding are necessary to support the kind of learning that provides a foundation for future learning and competence in novel situations. "Knowledge of facts and knowledge of important organizing ideas are mutually supportive" (p. 7) and both must be taught effectively. To address this challenge, Stride has developed frameworks for teaching to achieve the integration of conceptual understanding and factual knowledge across the curriculum.

- Metacognition, or self-monitoring of learning and thinking, is a key characteristic of effective learning. Instruction on metacognition is critically important for lower achieving students, who tend to be much less aware of how to overcome obstacles to their own learning than higher achieving students. To improve students' awareness of and ability to evaluate their own learning, Stride incorporates research-tested supports for metacognitive thinking into its courses and has also developed an academic skill

course that explicitly teaches metacognitive skills. Some of the metacognitive strategies the Stride team relies on include:

- Frequent assessments and self-assessments[1,2]
- Modeling of self-monitoring behaviors[3]
- Comprehension questions before, during, and after instruction[4,5]
- Prompts to think about whether one understands an explanation or is making progress in solving a problem,[6] otherwise known as checks for understanding
- Self-explanations—that is, trying to explain a concept or how to solve a problem improves learning even if the explanation is not graded[7,8]
- Strategies for remembering information which younger and lower achieving students need to be taught[9]

Structure of Expert Knowledge

One of the most important theories in cognitive science is also one of the least applied in education. This is the theory that expert knowledge is organized around big ideas. Memory and classification studies have repeatedly shown that human memory is not best conceived as a storehouse of a large number of discrete pieces of information unconnected to each other,[10] but as an organized structure of interrelated pieces of information. Extensive research on differences between the knowledge of experts and novices in many different fields has further shown that the long-term memory of someone who has mastered a subject area appears to be

[1] Chi, M. T. (2009). Active-constructive-interactive: A conceptual framework for differentiating learning activities. *Topics in Cognitive Science*, *1*(1), 73-105. https://doi.org/10.1111/j.1756-8765.2008.01005.x

[2] Thorndike, E. L. (1913). *Educational psychology.* (Vol. 2). Teachers College, Columbia University

[3] Palinscar, A. S., & Brown, A. L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction*, *1*(2), 117-175. https://doi.org/10.1207/s1532690xci0102_1

[4] Report of the National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction [electronic resource]. U.S. Dept. of Health and Human Services, Public Health Service, National Institutes of Health, National Institute of Child Health and Human Development.

[5] Paris, S. G., & Stahl, S. A. (Eds.). (2005). *Children's reading comprehension and assessment*. Routledge.

[6] Whimbey, A., & Whimbey, L. S. (1975). Intelligence can be taught. New York: EP Dutton and Co.

[7] Aleven, V. A., & Koedinger, K. R. (2002). An effective metacognitive strategy: Learning by doing and explaining with a computer-based cognitive tutor. *Cognitive science*, *26*(2), 147-179.

[8] Chi, M. T. (2009). Active-constructive-interactive: A conceptual framework for differentiating learning activities. *Topics in Cognitive Science*, *1*(1), 73-105. https://doi.org/10.1111/j.1756-8765.2008.01005.x

[9] Keeney, T. J., Cannizzo, S. R., & Flavell, J. H. (1967). Spontaneous and induced verbal rehearsal in a recall task. *Child Development*, 953-966.

[10] Bransford, J. D., Brown, A. L., Cocking, R. R., Donovan, M. S., Pellegrino, J. W., & Learn, H. P. (1999). Committee on Developments in the Science of Learning.

highly organized around a relatively small number of core principles.[11,12,13,14,15] For someone who has advanced knowledge in a domain, every element of that knowledge is connected to other elements in a highly organized structure, with the core principles, or "big ideas," dominating and organizing the others.

Unfortunately, curricula and instruction do not always reflect what is known about subject area knowledge and how it develops. Too often, students are taught in a way that leads them to believe that learning means acquiring a huge number of unrelated and essentially meaningless facts and skills. Stride, however, has worked with subject area experts including mathematicians, scientists, historians, writers, and others, to identify big ideas and map the relationships among big ideas, facts, and skills in each subject area. These analyses are used to organize curriculum development and to help students to see the "big picture," reflecting all the connections among different kinds of knowledge in a subject area. Big ideas are highlighted and explicitly taught using a variety of research-proven methods,[16,17,18,19,20] including:

- Clearly state, explain, and exemplify the idea through illustrations, objects, situations, simulations, etc.
- Provide students opportunities to demonstrate their understanding of the big idea in a variety of situations.
- Give examples and non-examples; show when the idea applies and when it doesn't.
- Show how to use the idea to understand and explain phenomena (e.g., how counting can be used to solve addition and subtraction problems; how the multiplicative identity can be used to find equivalent fractions).
- Demonstrate how the idea can be used to solve problems and justify solution procedures.

[11] Bereiter, C. & Scardamalia, M. (1986). Educational relevance of the study of expertise. *Interchange, 17,* 10–19. https://doi.org/10.1007/BF01807464

[12] Bransford, J. D., Brown, A. L., Cocking, R. R., Donovan, M. S., Pellegrino, J. W., & Learn, H. P. (1999). Committee on Developments in the Science of Learning.

[13] Hiebert, J., & Carpenter, T. P. (1992). Learning and teaching with understanding. Handbook of research on mathematics teaching and learning: A project of the National Council of Teachers of Mathematics, 65, 97.

[14] Chi, M. T., Glaser, R., & Farr, M. J. (2014). The nature of expertise. Psychology Press.

[15] Niemi, D. (1996). Assessing conceptual understanding in mathematics: Representations, problem solutions, justifications, and explanations. *The Journal of Educational Research*, *89*(6), 351-363.

[16] Clark, A. (1998). Being there: Putting brain, body, and world together again. MIT press.

[17] Mayer, R. E. (2008). Applying the science of learning: evidence-based principles for the design of multimedia instruction. *American Psychologist, 63*(8), 760.

[18] Merrill, M. D. (2002). First principles of instruction. *Educational Technology Research and Development, 50*(3), 43-59. http://csapoer.pbworks.com/f/First+Principles+of+Instruction+(Merrill,+2002).pdf

[19] Merrill, M. D. (2018). Using the first principles of instruction to make instruction effective, efficient, and engaging. In R. E. West, *Foundations of Learning and Instructional Design Technology: The Past, Present, and Future of Learning and Instructional Design Technology*. EdTech Books. https://edtechbooks.org/lidtfoundations/using_the_first_principles_of_instruction

[20] Chi, M. T. (2009). Active-constructive-interactive: A conceptual framework for differentiating learning activities. *Topics in Cognitive Science*, *1*(1), 73-105. https://doi.org/10.1111/j.1756-8765.2008.01005.x

- Show how other ideas, facts, and skills connect to the big idea. Show concept maps of the structure of knowledge as it develops and enable students to modify these maps or build their own.

General Instructional Principles

For both online and offline instructional activities, Stride draws on empirically-tested general principles of instruction, including multimedia design principles. Stride's Curriculum and Product Research and Instructional Design teams have created summaries of these principles, and the Course Development teams are trained on the principles and how to apply them before and during course production.

The respective teams' research on general strategies is organized by types of knowledge since different strategies are required to teach different types of knowledge. Major categories of knowledge include the following: conceptual understanding, memorized facts and skills, problem solving strategies, and metacognition. Stride uses empirically-validated techniques to build student motivation to learn.

Subject matter experts integrate reteaching and practice cycles right at point of use within the most challenging lessons to ensure students who need extra support receive remediation before misunderstandings form misconceptions. Several research-based strategies are implemented to help students overcome misconceptions related to big ideas:[21,22,23][24,25,26,27,28,29]

- Introduce known examples and bridging analogies
- Create cognitive conflict (e.g., students predict what will happen in a situation and then see that the prediction is wrong). Then show students how to resolve this conflict.
- Present analogies and visual models

[21] Klahr, D. (2000). Exploring science: The cognition and development of discovery processes. MIT press.
[22] Klahr, D., Fay, A. L., and Dunbar, K. (1993). Heuristics for scientific experimentation: A developmental study. *Cognitive Psychology 24:* 111–146.
[23] Minstrell, J., & Kraus, P. (2005). Guided inquiry in the science classroom. *How students learn: History, mathematics, and science in the classroom,* 475-513.
[24] Vosniadou, S., Ioannides, C., Dimitrakopoulou, A., & Papademetriou, E. (2001). Designing learning environments to promote conceptual change in science. *Learning and Instruction*, *11*(4-5), 381-419. https://doi.org/10.1016/S0959-4752(00)00038-4
[25] Vosniadou, S. (2020). Students' misconceptions and science education. In *Oxford Research Encyclopedia of Education*. https://doi.org/10.1093/acrefore/9780190264093.013.965
[26] Vosniadou, S. (1994). Capturing and modeling the process of conceptual change. *Learning and Instruction*, *4*(1), 45-69. https://doi.org/10.1016/0959-4752(94)90018-3
[27] Vosniadou, S. (2002). Mental models in conceptual development. In Model-based reasoning (pp. 353-368). Springer, Boston, MA.
[28] White, R. T. (1994). Conceptual and conceptional change. *Learning and Instruction*, *4*(1), 117-121. https://doi.org/10.1016/0959-4752(94)90022-1
[29] White, B. Y., & Frederiksen, J. R. (1998). Inquiry, modeling, and metacognition: Making science accessible to all students. *Cognition and Instruction*, *16*(1), 3-118.

Since many different researchers (e.g., Clark, Mayer, and Sweller) have demonstrated that worked examples are the best way to show students how to solve problems, Stride makes extensive use of worked examples to teach problem solving across grade levels and curricula. The basic components of a worked example are: (1) a problem, (2) an expert solution with each step shown, and (3) an explanation for each step. For more complex problems, Stride applies a research-inspired scaffolding approach: students review examples of expert problem solving, then try to solve partially worked examples, working up gradually to solving whole problems. Following the worked examples, students practice solving problems, moving from accuracy to speed and automaticity.

Since learners of all ages are more motivated when they can see the usefulness of what they are learning,[30,31] Stride also reinforces throughout its curricula how important concepts and skills are necessary both for future learning and in many kinds of activities beyond school.

Efficacy of Stride's Curriculum

Curriculum developers have a responsibility to their customers to examine, in an objective fashion, the positive impact of their products. Stride takes this expectation very seriously. The company uses a range of research studies in the development process as one tool informing decisions about whether a product leads to student learning. Stride studied usage and impact of its products prior to the requirements in the Every Student Succeeds Act (ESSA) and continues to do so. These studies are both formative and summative in nature and are conducted both internally and by outside, objective researchers.

As an example, in the development stages of the Stride curriculum, the end customers were involved in the review of prototypes. Independent researchers were contracted to run focus groups. Teachers and students were engaged in the focus groups for observation on usage and early try-outs.

The independent study of the Stride product (matched pair study; please see the full report here) is another example of the deep research Stride undertakes prior to introducing new products. The study was commissioned by the Council for Leadership in Alabama Schools (CLAS) and serves as a model of how Stride plans to test the impact of its new curriculum. This research falls into the definition of Category One under ESSA: Correlational, Quasi-Experimental, and Randomized Control Trials. Stride anticipates conducting correlational and quasi-experimental research for all its curriculum products in core tested grades and subjects and plans to use state accountability scores as the outcome measures. For grades and subjects for which there are commercial norm-referenced assessments instead of state assessments, Stride plans to use those measures as outcomes (e.g., Northwest Evaluation Association's [NWEA] Measures of Academic Progress [MAP], Star 360, iReady, etc.). For other subjects and grades, Stride will work with specific customers to identify credible measures of effectiveness.

[30] Vye, N. J., Schwartz, D. L., Bransford, J. D., Barron, B. J., & Zech, L. Cognition and Technology Group at Vanderbilt. (1998). SMART environments that support monitoring, reflection, and revision. Metacognition in educational theory and practice, 305-346.

[31] McCombs, B. L. (1996). Understanding the keys to motivation to learn. What's Noteworthy on Learners, Learning, Schooling. Mid-Continent Regional Educational Lab., Aurora, 8.

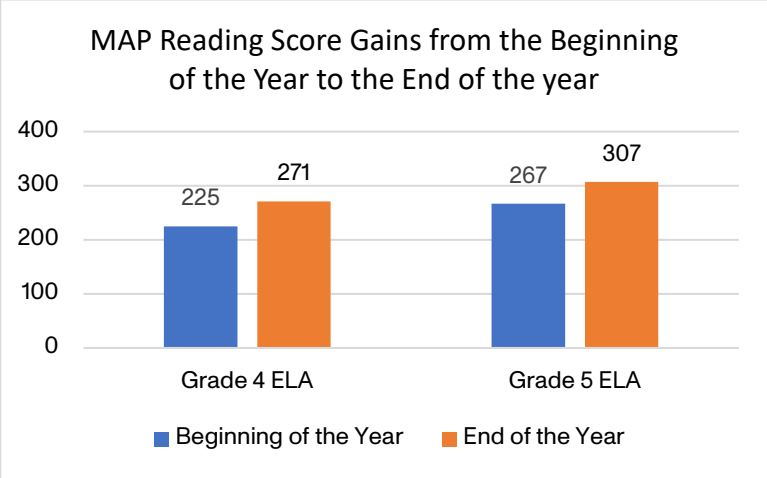
The goal of each is to be thorough and rigorous in the research but not disruptive to the basic function of schools as they help students learn and remain at or exceed grade level.

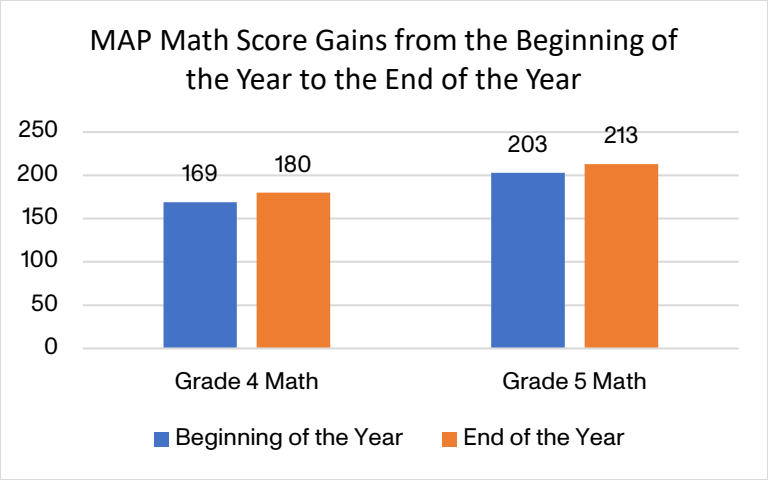
Stride also continues to partner with credible external research entities so that Stride not only has internally designed and implemented research studies but also independent external research studies to inform and improve Stride regarding its products and services. For example, here is the summary of a recent study:

Stride K-12 4th and 5th Grade Students Show Significant Gains in Reading and Math Performance

Data from fourth and fifth grade students enrolled in Stride K12 English Language Arts (ELA) and Math courses during the 2019-2020 school year shows that the curriculum is effective at increasing student reading proficiency from the beginning of the year (BOY) to the end of the year (EOY) on nationally recognized standardized assessments from the NWEA called MAP, or Measures of Academic Progress for Reading and Math. Gains in reading and math proficiency were positive and statistically significant across both fourth and fifth grade students.

Both the Stride K12 ELA and Math curriculum for grades 4 and 5 students were effective at increasing student reading and math performance. Results showed that grade 4 and 5 students receiving the Stride K12 reading curriculum had statistically significant increases in MAP Reading and Math scores from the beginning of the year to end of the year in the 2019-2020 school year.





Curriculum Alignment to National Standards

In addition to the Hawai'i Subject Matter Standards, courses within the K12 curriculum align to the Virtual Learning Leadership Alliance (VLLA) and Universal Design for Learning (UDL) Guidelines.

Multiple Assessment Tools and Strategies

To assess the effectiveness of curriculum and instruction across public schools served by Stride (which, state by state, follow different standards and administer different assessments), Stride uses a variety of readiness, formative, summative, and state-required assessments at applicable grade levels. Readiness assessments offer an initial benchmark for student skill level in each core area, which allows teachers to differentiate instruction based on student needs. Formative assessments given during each instructional cycle provide detailed information which, through a variety of strategies, will improve instructional techniques and student learning while it's happening. Summative and state-required assessments are used to measure student learning at culminating points in a student's academic career, such as at the end of a semester or the end of the school year. Student performance is evaluated to inform and evaluate the teaching and learning cycle.

- Stride assessments employ a variety of formats, allowing students to demonstrate what they have learned in a variety of ways, from online computer-scored tests to extended performance tasks evaluated by the teacher. In many courses, teachers are provided detailed rubrics to guide evaluation.

- Stride's assessments are consistently linked to clearly-stated learning objectives designed to capture varying depths of knowledge, including recall of factual information, deep understanding of concepts, strategic application of concepts and skills, and metacognitive knowledge. Instructional activities are built directly from the objectives and related to the assessment items, ensuring coherent alignment of objectives, instruction, and assessment.

- Appropriate assessments are built into almost every lesson to evaluate mastery and point the way to remediation or enrichment.

Technology-enhanced item types provide powerful opportunities for students to gain practice and familiarity with items mimicking the format of those they may encounter in high-stakes testing scenarios today. These items allow students to demonstrate depth of knowledge and higher-order thinking ability. For this reason, a variety of item types, including drag and drop and fill in the blank, are used throughout the courses.

Basis For and Frequency of Revision

Stride is committed to maintaining up-to-date, standards-based, fully aligned courses with enhanced course content, materials, instructions, and assessments. Larger updates are made over the course of each fiscal year (July through June). Leadership from Product Management, Curriculum Production, and Design teams partner to craft a proposed production roadmap whose initiatives are typically in response to some combination of user feedback, internal feedback, market research, primary and secondary curricular research, changes to academic standards, state requirements, requirements stemming from Stride's various lines of business, and changes to internal platforms and technology. The proposed roadmap is reviewed with executive leadership and iterated upon until the initiatives for the year are confirmed. Larger updates may include, but are not limited to, entirely new course builds, major revisions to the content and/or design of existing courses, developing state-customized courses, rebuilding courses on a new platform, and creating new learning object collections for the Learning Hub—Stride's content repository that empowers teachers to customize and differentiate courses. Smaller updates and fixes that do not impact student progress in-year—such as typographical errors and confusing instructions—are made on an ongoing basis. These are often in response to user feedback from teachers, students, and families. Feedback is a crucial part of the course development process and maintenance of the course. Ultimately, all students and teachers benefit from updated courses with proven instructional methods and the latest technology.

Attachment 12 - EIS

12. Besides the mandated state standardized assessments, what other measures will be used to assess the effectiveness of your educational program?

LNCA believes that effectiveness measurements are important because they provide the necessary insight to determine if we are achieving our school-wide targets and performance indicators for student learning in alignment with our mission and vision. Insights gained from measuring effectiveness will help school leaders know what is or is not working and make informed, data-driven decisions about how to improve effectiveness, as necessary. LNCA will focus on performance indicators centered around student academic performance, career readiness and real-world experiences and student support to prepare them for success in career, college, and beyond.

LNCA School-wide goals and performance indicators:

1. **Student Academic Growth:** LNCA students will achieve a minimum of one year of academic growth in reading and mathematics each year as measured by STAR 360 and/or SBAC Interims. Median Growth Percentiles will use SBAC Interims and/or STAR 360 to measure this goal.
2. **Student Proficiency:** LNCA students will meet or exceed Hawai'i state average proficiency in English Language Arts after three years of continuous enrollment, as measured by SBAC.
3. **Student Proficiency:** LNCA students will meet or exceed Hawai'i state average proficiency in mathematics after three years of continuous enrollment, as measured by SBAC.
4. **Graduation Rate:** LNCA will achieve a graduation rate at or above the Hawai'i state average by its third graduating cohort.
5. **Career Readiness Education, measures years 1-3**: LNCA will graduate students with workforce ready skills. To achieve this during the first 1-3 years of the program, goals focus on explorations level Career Explorations activities. Longitudinal collection of the following data points allow for a data set that aids the school in transitioning goals to outcomes focused growth metrics:
    a. 100% of LNCA 7th and 8th grade students will be placed in career exploration coursework.
    b. 100% of High School seniors who have selected a career pathway and have been enrolled for 2 or more years will earn 2.0 credits in a single pathway.
    c. 100% of Middle and High School students will partake in career exploration activities via in-person or virtual work-based learning experiences including, but not limited to; industry chats, work release, job shadow, apprenticeship and/or internships.
    d. 100% of Elementary students will participate in activities that promote career awareness, including industry chats, book reports and project-based learning experience applied across content areas.
6. Career Readiness Education, measures year 3 and beyond: As LNCA students progress toward the capstone level of their career pathway, and the school is able to reflect on

year over year achievement data collected during the first 3 years of operation, Career Readiness goals will transition to outcomes focused growth measures. Achievement of these goals is dependent on achievement of the achievement measures identified for the schools first 1-3 years of operation. The measures identified in section 5 will still be mostly applicable for grades 6-9.

a. Career Training Participation (job shadow, internship, apprenticeship, work experience) – 10+% growth vs prior year of students in grades 11 and 12. This goal assumes that LNCA, with the support of an Industry Advisory Council and under the direction of local school leaders, will build comprehensive list of business partners that align to Career Pathways offered and align to the geographic locations of students. These Career Training experiences will ensure students are engaged in real world application of the skills and concepts learned via their high school studies.
b. Dual/College credits – increased number of students who earn dual credit by 10% vs prior year. This goal assumes that when and where possible, college partnerships that yield articulated course credits will be established and that students will be educated on and encouraged to participate in established Dual/College Credit opportunities. These courses can be early college in the sense that students take them through the college with a college instructor, or they can be articulated credit meaning that the course is taught by LNCA staff and counts for both High School and College Credit.
c. Job Ready Certifications earned - 10+% increase vs prior year. This goal assumes that 100% of students eligible to test for a Job Ready Certification will attempt the required assessment at or near the end of a related course of study and that 80% or more of those testing will obtain the desired certification.
d. HS Senior 3E intention (Post Secondary Plan for Enrollment, Enlistment, or Employment) – 95+% capture rate, measured as an annual target (i.e., not a growth measure)

7. **Partnering to Improve Student Outcomes:** 100% of LNCA students will have a designated Learning Coach (parent or other engaged adult) who will partner with teachers in engaging and supporting students in their synchronous and asynchronous learning.

In addition to state mandated assessment results, LNCA will measure the effectiveness of our educational program and attainment of school-wide targets by assessing student growth and progress towards goals. Assessment measures, aligned to our mission and vision, as well as state standards, include norm-referenced growth measure assessments, formative interim assessments, and course assessments. Additional progress measures assess performance of course passing rates, including career readiness courses, career pathway progression for high school students, progress towards graduation, as well as teacher-observed student performance. These collective data-driven measures are instrumental in informing a continual process of improvement.

Attachment 12 - EIS

Students will take a beginning of the year assessment in reading and math using a norm-referenced growth assessment, such as STAR 360. This will help teachers group students for instructional purposes as well as identify and place below benchmark students in small groups for additional targeted instruction. Additional interventions will be provided through a multi-tiered system of support (MTSS), as needed. Student progress will be assessed through a number of course assessments, formative interim assessments, and additional norm-referenced growth measure assessments in the middle of the year and again at the end of the year. We will measure student growth using the student growth percentile.

Assessment results throughout the schoolyear will provide teachers and administrators with valuable information on student mastery. LNCA will have ready access to rich data that can be aggregated, disaggregated, and viewed by categories, such as student, grade level, content area and cohort. This will help school leaders identify trends and where additional support and professional development may be needed. Teachers will regularly review student performance data and collaborate with other teachers in Professional Learning Communities (PLC's) where grade level and content area student data will be reviewed. Through data analysis, focus areas will be identified and comprehensive action plans to improve student mastery of standards will be developed for immediate implementation. Administrators will ensure accountability through participation, support and tracking both implementation and effectiveness.

Attachment 13 - EIS

13. Does the proposed school meet the Commission's Priority Needs? If not, describe and cite evidence of other significant, documented educational needs that the proposed school would meet in the targeted community, which would be a noteworthy contribution to Hawai'i's public education system.

Please also see **Attachment 3 – EIS**.

LNCA's planned educational model meets several of the Priority Areas mentioned in the application: (1) expand High School grade levels served; (2) expand the geographic location of charter schools to include schools on three islands referenced - Maui, Molokai, and Lana'i; and (3) expand high quality educational opportunities that target special demographics of students, namely Micronesian students.

In addition, LNCA's personalized learning program design and the nature of virtual learning are flexible and designed to meet the needs of each enrolled student, but specifically can be the right educational model for special needs students, disadvantaged or EL students, rural or remote students on Maui, Molokai, or Lana'i, and Micronesian students. Our plan's success can be measured by one of the State's Strive HI Performance System measures – the achievement gap between High Needs and Non–High Needs students.

<u>One Voice Curriculum</u>

The advantage of working with K12 is the access to experienced research and design teams. A separate, but related way to contribute to the success of the Commission's Priority Needs' target demographic students is through K12's One Voice curriculum. Hawai'i has a unique multi-ethnic and multi-cultural population. As much as we are the Aloha State, we too need to address social justice and racial equity issues. K12 has a curriculum designed to respectfully do that in partnership with parents. Watch this short video on One Voice here.

<u>Data-Driven Decision-making</u>

One of the best features of LNCA will be its data rich environment. Whether synchronous or asynchronous learning, onboarding, or student and parent engagement measures, data can be swiftly pulled and analyzed. With data at their fingertips, school leaders, teachers, and other staff can be better equipped to provide encouragement and/or interventions to increase the opportunities for successful student engagement and outcomes.

<u>Micronesian Students</u>

LNCA will have a fully developed and supportive virtual program that can be utilized as a high-quality educational choice to stand up wrap-around efforts in the community and honors students and their families; respects their choices values and beliefs; and hears their voices.

The struggle of Micronesian people and students is well documented in a brief by the Hawai'i Scholars for Education and Social Justice, a research and advocacy group of primarily University of Hawai'i faculty and graduate students started in 2018. The Hawai'i State Teachers Association also has resources available to ensure that teachers are trained to support

Micronesian students based on concepts, cultural values, and research findings. We believe that LNCA's flexible model and virtual environment, coupled with teacher training, would be highly valued by Micronesian families.

We reached out to people who work closely with Micronesian students to learn about these students, what these organizations are doing, what is working, and how might LNCA be of help if we are established. Through research and community engagement, we are learning more about the importance of family, community, and faith for Micronesians and can envision opportunities of for student success with our program.

We were referred to and were able to engage two pastors, completely separate church efforts, but both implementing after-school tutoring programs for Micronesian students. The program on Lana'i was initiated to serve their congregation. The other program is at Palama Settlement serving Micronesian students at Mayor Wright Homes. These efforts take months and sometimes years to grow trusting relationships and these churches already work closely with students in-person and at their facilities. We want to create alliances with these churches and other organizations who work in targeted demographic groups or areas to provide LNCA as an educational option. We observed that there are many resources already available in these communities. Building alliances through collaboration, communication, and cooperation could maximize the efficient and effective use of available resources which ultimately is an opportunity to achieve better academic outcomes for students.