



Yosemite Valley Charter School

1781 East Fir Avenue, Suite 101, Fresno, CA 93720

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Special Scheduled Board Meeting Yosemite Valley Charter School February 20, 2020 – 5:30 pm 1781 East Fir Avenue, #102 Fresno, CA 93720

AGENDA

1. Call to Order
2. Flag Salute
3. Approval of the Agenda
4. Public Comments
5. Principals Report
 - a. Student Achievement
 - b. WASC
 - c. Academic Decathlon
6. Discussion and Potential Action on the Board Meeting Minutes
7. Discussion and Potential Action on the Second Interim Report
8. Discussion and Potential Action the Lottery Policy
9. Discussion and Potential Action on the Homeless Youth Policy
10. Discussion and Potential Action on the Educational Vendor Policies and Procedures
11. Discussion and Potential Action on the Comprehensive School Safety Plan
12. Board of Director's Requests
13. Announcement of Next Regular Scheduled Board Meeting
14. Adjournment



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Public comment rules: Members of the public may address the Board on agenda or non-agenda items. Please fill out a yellow card available at the entrance. Speakers may be called in the order that requests are received, or grouped by subject area. We ask that comments are limited to 2 minutes each, with no more than 15 minutes per single topic so that as many people as possible may be heard. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to district staff or calendar the issue for future discussion.

Note: Yosemite Valley Charter School Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Governing Board Office at 818-207-3837 at least 48 hours before the scheduled board meeting so that we may make every reasonable effort to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).



Yosemite Valley Charter School SELF-STUDY REPORT

**1781 East Fir Avenue, Suite 102
Fresno, CA 93720**

Westside Elementary School District

March 8th-13th, 2020

**ACS WASC/CDE Focus on Learning Accreditation Manual,
2018 Edition (2019-2020 SY Visits)**

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Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. **The involvement and collaboration of all staff and other stakeholders to support student achievement**
2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards**
3. **The analysis of data about students and student achievement**
4. **The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria**
5. **The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.**

Yosemite Valley Charter School (YVCS) began the self-study process during the Fall 2017 semester. The administrative team planned the timeline and action plan for addressing the critical areas for follow-up from the school's initial WASC visit in February 2017. Staff members and other key school stakeholders have monitored and reviewed the implementation of the school's LCAP since the last WASC visit in 2017. The Director of Accreditation and members of the school leadership team organized WASC focus groups in February 2019, and teams of teachers met with the Director of Accreditation for an overview of the WASC process during the Spring 2019 semester. From there, the focus groups gathered evidence and worked on their respective sections of the report through December 2019. The focus groups met with the Director of Accreditation via Zoom in December 2019 to discuss the remaining work to be completed. The staff of YVCS reviewed the entire WASC report in January 2020, and final pieces and updated information were added. After the completion of the final edits, the self-study report was distributed to staff and parent groups. The document was completed and submitted on time.

Chapter I: Progress Report

- Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.
- Comment on the process for implementing and monitoring the schoolwide action plan aligned with LCAP.
- Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas (growth areas for continuous improvement)* from the last full self-study and all intervening visits.

Significant Development

Since the initial WASC visit in February 2017,

- Yosemite Valley Charter School is an independent LEA and is no longer part of a CMO. The school has a back-office support provider for curriculum and intervention support, testing and assessments, special education, and accreditation support, in addition to other services such as human resources.
 - YVCS changed its name to Yosemite Valley Charter School (YVCS) at the beginning of the 2019-2020 school year to reflect the individual nature and uniqueness of the LEA.
- YVCS has increased enrollment from 363 to 2,302.
- The school hires Homeschool Teachers (HSTs) and Special Education staff members based on student enrollment.
 - Several school-wide support positions have been added, including Director of Curriculum and Intervention, Director of Testing and Assessments, Senior Director of Student Services (including Special Education), and Director of Accreditation. These positions are part of Inspire Charter Services, and the educators who hold these positions support the entire Inspire Family of Schools.
- The school has implemented an MTSS model for all students, an ELD instruction model for English Learners, and Specialized Academic Instruction services for Special Education students.
 - Five statewide math Intervention Coordinators, four statewide reading Intervention Coordinators, and one statewide writing Intervention Coordinator assist with the implementation and ongoing use of programs such as Math Antics and Lively Letters. These Intervention Coordinators also provide direct instruction to students receiving Tier 2 or Tier 3 supports.
 - Fifteen Student Support Specialists (statewide support positions employed by Inspire Charter Services) provide further guidance for interventions and academic support.
 - A video library is available to all students. The video library provides on-demand support in speech, reading, mathematics, and writing. These videos, as well as writing intervention tools, such as rubrics, writing prompts, and graphic organizers are available to students, teachers, and families through the [Academic and Speech Intervention website](#).
 - Outstanding Direct Instruction (“ODI”) was added during the Fall 2019 semester as a Tier 2 intervention option. This program provides targeted instruction in English-language arts and mathematics through online classes for

students in grades 3 and up. The classes run weekly for 30-45 minutes as four-week blocks. Each class session includes a 15-minute question-and-answer period. Topics covered during the classes includes reading comprehension, decoding, multiplication, algebra topics, division, and fractions. A test preparation class will be available during the Spring 2020 semester. The ODI classes are taught by teachers who work for the Inspire family of schools.

- All YVCS students follow a rigorous and standards-based academic program to prepare students for college and career. YVCS has adopted the Common Core State Standards, the Common Core Anchor Standards, and the Next Generation Science Standards. AP courses are offered through curriculum vendors, such as Edgenuity. “D” science courses include wet labs.
 - Beginning with the fall 2019 semester, all core high school courses are aligned to meet the A-G requirements. YVCS provides course outlines that ensure all students meet the A-G requirements for the core courses, regardless of the curricular materials chosen.
 - Science labs are completed at home, and YVCS provides materials kits to assist students in meeting the A-G requirements for science instruction.
- YVCS has adopted the Common Core State Standards, the Common Core Anchor Standards, and the Next Generation Science Standards. All high school A-G science classes include labs.
- YVCS offers NCAA-approved high school courses as of the fall 2019 semester. These courses are available through the Edgenuity online learning platform. Guidance counselors and High School Success Coordinators review each student’s individualized graduation plans and pathways each semester to ensure all students are working toward their post-secondary goals.
- YVCS adopted the Rights, Respect, Responsibility (3 Rs) curriculum for implementation with 8th- and 9th-grade students beginning in the 2019-2020 school year. This curriculum will ensure the school complies with AB 2601, the California Healthy Youth Act. YVCS will provide families with access to credentialed teachers who have been trained in the curriculum and who will be able to provide curricular and instructional guidance and support for homeschooling parents. Students, parents, and HSTs also have access to Denise Voth, the school’s High School Success Coordinator, and Carmen Marroquin, Guidance Counselor, for support as they prepare to work through this new requirement.
- YVCS added Choice Plus Bridge as a middle school curriculum option beginning in the 2019-2020 school year. This program includes live online classes with access to teachers who hold single-subject credentials in the subjects taught.

Schoolwide Critical Areas for Follow-Up

YVCS has made significant changes to areas that have impacted the instructional and learning culture of the school since the initial WASC visit in 2017. Below are the goals, critical areas for follow-up, and the resolution attempts that have been made.

Critical Area for Follow-Up 1

The Committee recommended that the administration and staff create and implement a formal

comprehensive professional development plan driven by assessment data results. The plan could include an in-depth schedule of professional development that helps teachers continue to coach students and promote student achievement. Also, the plan could include opportunities to teacher parents/learning coaches how to use the progress monitoring tools. By collecting and analyzing formative and summative assessments the school will be able to target areas of schoolwide academic focus. Providing a venue for all staff to review school data as a whole provides the setting for schoolwide attention to student academic progress and dialogue for best practices. Help teachers develop performance tasks and assessments that are rigorous and aligned to Common Core State Standards.

Since the initial visit, the Research, Accountability, and Student Achievement Department has been created to provide reports and monitor student achievement data. Data collected include exit surveys, LCAP surveys, report cards, STAR 360 assessment results, and TK-8 Progress Indicators. The reports are provided to the Principal of YVCS and are reviewed by teams of teachers to determine trends and schoolwide areas of growth.

Teachers receive training on the administration of the various assessments used throughout the school year. Teams of teachers review schoolwide data trends during the back-to-school staff meetings each August. Individual student results are reviewed by teachers and shared with students and parents during Learning Period meetings. These individual results, as well as the results from assessments such as the Bader Reading and Language Inventory and the EasyCBM assessment in reading and mathematics, are used for ongoing progress monitoring. Teachers assist parents in using the results of assessments to adjust curricular materials and instructional strategies to effectively meet the needs of each student.

Critical Area for Follow-Up 2

The Committee recommended that the administration and staff review, clarify, and if appropriate revise current student learning outcomes to make them measurable as they implement a formalized connection to the curriculum, instruction, assessment, and school culture. With the revision of the student learning outcomes additional opportunities for growth in the areas of instructional strategies, curriculum development, and the use of assessments to inform instruction will be created.

Since the initial visit, the original Schoolwide Learner Outcomes (SLOs) were revised by a team of stakeholders to ensure the SLOs align with the standards and school culture. The SLOs are shared with parent and student stakeholders through the school website and the Parent-Student Handbook. They are also included in the student planner. Homeschool Teachers share the SLOs with parents and students during Learning Period meetings. The school ensures the SLOs are embedded in all aspects of the instructional program, and teachers measure student progress towards mastery of these schoolwide goals through reviews of student work and assessment results.

Critical Area for Follow-Up 3

The Committee recommended that the administration and staff design and implement a plan to collect and share assessment data results schoolwide. By identifying, collecting, and analyzing the implementation of Common Core Standards in all subject areas, course completion rates,

and formative, summative, and authentic assessments on a schoolwide basis the school will be able to target needed academics in language arts, math, and ELD focus areas. Also, an institutionalized venue for all staff to review school data as a whole provides the setting for schoolwide attention to student academic progress, decision making, student success after graduation, and dialogue for best practices.

Since the initial visit, the Research, Accountability, and Student Achievement Department has been created to share schoolwide assessment results and trends with stakeholders. The school uses the STAR 360 assessments in reading and math, and all students are encouraged to participate in these assessments two times per year so staff members can monitor student growth. The STAR 360 assessments are one data point used in conjunction with the review of student work and other assessments to identify student strengths and areas of need. Teachers use the results from the STAR 360 when referring students to the SST process and implementing interventions to support student achievement.

Teachers use assessments, including the review of work that occurs at each Learning Period meeting, the STAR 360, and text-based assessments given throughout the school year, to set monthly goals for each student.

All-staff meetings are held three times per year. During these meetings, staff members review and analyze schoolwide achievement data and trends from the STAR 360 and CAASPP assessments. Teachers also discuss achievement data and best practices related to curriculum and instruction during small regional group meetings. Achievement data are also reviewed to create and revise the Schoolwide Action Plan, to plan professional development activities, and to allocate resources in the LCAP.

Critical Area for Follow-Up 4

The Committee recommended that the administration and staff establish a formal program or connection(s) to career/college opportunities to assist students' transition into college/career life. By increasing partnerships with the community this can also provide students with more college and career readiness resources and mentorship or internship opportunities for students.

All students at YVCS work towards mastery of the grade-level content standards by following rigorous curricular materials that will prepare them for their post-high school goals. Teachers carefully monitor student work and each student's progress towards mastery of the standards, including the College and Career Readiness Anchor Standards. All core subject high school courses are aligned with the A-G requirements to ensure all students have access to college preparatory coursework. Guidance Counselors and High School Success Coordinators (HSSCs) are available to help students select courses that meet their goals. Guidance Counselors also provide support in college admissions requirements and financial aid. High school students may concurrently enroll in local community colleges, and 25 students are enrolled in a total of 41 community college courses for the Fall 2019 semester. These courses allow students to work toward college credits during high school. They also expose students to the rigor of college coursework. AP and Honors classes are available through the Choice Plus Academy program, as well as the Edgenuity online course platform. Online Career and Technical Education courses are available through vendors such as Brighton College and eDynamic Learning. A variety of vocational and career-focused elective courses are available to high school students. These include Career Exploration and Work

Experience courses, as well as classes in child development, sports management, animal care, and manufacturing.

Students with special learning needs complete the general education curriculum for their grade level, with the supports and accommodations outlined in their IEP or 504 Plan. The [SPED Transition](#) website connects students with disabilities and their parents to a SPED Transition Team who offer support in the transition from middle to high school and from high school to college or career. The SPED Transition website and Transition Team also provides job coaching and independent living skills, as well as parent resources.

Critical Area for Follow-Up 5

The Committee recommended that the administration and staff create and implement a formal system to quickly identify and support students in danger of failing. There is currently a process that is being established and by putting a formal system in place teachers, parents, and students can identify the steps and respond in a timely manner.

Homeschool Teachers (HSTs) at YVCS closely monitor student achievement, including areas of strength and areas for improvement, through the use of formal and informal assessment data, monthly reviews of student work, and discussions with students about their progress towards mastery of the standards. Teachers review each student's work and compare it to the TK-8 I Can Statements or the high school course outlines to ensure each child is making adequate progress in each subject area or course each Learning Period. This regular and ongoing review of work and progress allows teachers to identify students in need of additional support or intervention and to implement support systems in a timely manner. Content Area specialists are available to assist high school students during weekly office hours, or by phone or email. Tutoring options are available through school-approved vendors, or through the [Online Subscription Package](#).

A wide variety of support and intervention programs are available to students, including the [MTSS Continuum of Supports](#), in-person and online tutoring services, office hours with single-subject high school teachers, ELD instruction for English Learners, and Specialized Academic Instruction services for students with disabilities. An Intervention Team is available to support students and HSTs in the areas of math, reading, and speech. Additionally, an ELL Intervention Coordinator and an Online Intervention Coordinator are available to assist students and HSTs with interventions and academic support. The school provides access to writing intervention tools, including video lessons, as well as video libraries to support HSTs, students, and parents in the areas of reading, mathematics, and speech. These tools are all available to our stakeholders through the [Academic and Speech Intervention](#) website. Students with disabilities receive all required accommodations, services, and modifications as outlined in their IEP or 504 Plan. Each student is paired with a SPED Case Manager who works closely with the HST to ensure the student is receiving the appropriate supports and is making progress towards the grade-level standards.

Critical Area for Follow-Up 6

The Committee recommended that the administration and staff develop and implement a plan to address science lab experimentation and exploration in qualified labs to address lab requirements of the UC system and provide enriching opportunities for all students.

Since the initial visit, YVCS has adopted the Common Core State Standards, the Common Core College and Career Readiness Anchor Standards, and the Next Generation Science Standards. All high school A-G science classes include the necessary wet labs to meet the “D” science course requirements. Wet labs are embedded into the course outlines, and students are able to complete labs asynchronously as they complete related course material. YVCS provides lab materials kits that are shipped to students’ homes to ensure all students have the tools necessary to meet the science lab requirements.

Ongoing Follow-Up Process

Based on the ongoing self-study process, the following three goals were updated in our Schoolwide Action Plan:

- Assessment participation and the use of the resulting data to drive instruction and professional development;
- Continued support in the area of college and career readiness for all students;
- Ongoing and focused professional development for staff that will sustain the school’s cycle of continuous improvement.

YVCS acts as its own LEA, and the school creates an LCAP and budget. As a charter school, YVCS is not required to write a Single Plan for Student Achievement. The LCAP and WASC processes are aligned, and goals and resource allocations in the LCAP relate to the goals outlined in the WASC Critical Areas for Follow-Up and Schoolwide Action Plan. YVCS staff members review key schoolwide data, including achievement, perception, and demographic data, when completing the annual WASC school and community profile review and updates and the annual updates to the LCAP.

Reflection, Analysis on Progress, Supporting Evidence, and Impact on Student Learning for Action Plan Sections or Goals

| Action Plan Section or Goals | Critical Area for Follow-Up Assignment |
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| 1.Implement the Professional Development plan that is driven by assessment data results. Include opportunities to teach parents how to use progress monitoring tools. Monitor changes in practice as a result of professional training. | Relates to CAF #1, #2 |
| 2.Develop consistent and measurable instructional expectations across all teachers, learning pathways, and learning programs to ensure students are meeting the high expectations of the essential standards. | Relates to CAF #2 |

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| 3.Design and implement a comprehensive plan to collect and share assessment results schoolwide. | Relates to CAF #2, #3 |
| 4.Establish a formal program for connections to college and career opportunities to assist students’ transition into high school and postsecondary plans. | Relates to CAF #4 |
| 5.Create and implement a formal system to quickly identify and support students in danger of failing. | Relates to CAF #2, #5 |
| 6.Develop and implement a plan to address science lab experimentation and exploration in qualified labs to address lab requirements of the UC system. | Relates to CAF #6 |

| Goals | Accomplishments | Evidence |
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| 1 | <ul style="list-style-type: none"> ● This section was determined to help the school meet critical student learning needs 1 and 2 and LCAP goals 1, 2, and 3. ● The school creates annual professional development plans that are based on LCAP and Schoolwide Action Plan goals. ● The PD plan allows for increased collaboration among staff members and staff meetings incorporate time for staff to discuss student outcomes, student achievement data trends, and supports for struggling students. ● Teachers meet monthly in small groups to discuss topics such as personalized learning, critical thinking, data analysis, and the use of the Common Core State Standards. During these meetings, teachers also discuss curriculum that | <ul style="list-style-type: none"> ● New Teacher Training sessions ● Staff meeting agendas ● Recordings of Zoom meetings ● Peer reviews of student work samples, Learning from Student Work protocol (PLCs) ● CA School Dashboard |

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| | <p>supports struggling students and best practices for work samples and ways that Homeschool Teachers can best assist students and their families.</p> <ul style="list-style-type: none"> ● Parent training, including sessions on the various educational philosophies and how they relate to homeschooling are offered. “Parent Night Out” workshops, in which parents learn best practices related to their role. These workshops are offered throughout the school year. Curriculum presentations, including a presentation about the new CHYA law and the chosen curricular materials, are given. Julie Bogart, creator of the Brave Writer system, presented a series of virtual workshops to parents. YVCS offers weekly “Inspiring Parents” information and FAQ sessions to orient new families to the school. These sessions include information on schoolwide updates and panel discussions covering testing, instructional funds and ordering, and curriculum. ● New teacher training sessions are provided for those who are new to the school. These trainings, given by the New Teacher Trainer, include a “Boot Camp” orientation during the first week of employment, as well as training meetings held at regular intervals throughout the school year. The new teacher trainings cover topics | |
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| | <p>ranging from curriculum options to testing to high school graduation requirements.</p> <ul style="list-style-type: none"> ● Teachers were trained on the new MTSS Continuum in May 2019. | |
| <p>2</p> | <ul style="list-style-type: none"> ● This section was determined to help the school meet critical student learning need 2 and LCAP goals 2 and 3. ● The I Can Statements were developed as a tool to measure TK-8 student progress towards achievement of the academic standards. These documents are available in English and Spanish. ● The I Can Statements are reviewed and discussed with families during monthly meetings, and are used to determine progress monitoring ratings on quarterly Progress Indicator Reports. ● The Schoolwide Learner Outcomes are embedded in all areas of instruction and are used as an additional schoolwide tool to measure student progress and achievement. ● HSTs peer review student work four times a year in preparation for work sample reporting. The peer-review work samples get uploaded/archived to student accounts in Pathways. ● High school students are evaluated using a variety of measures throughout the school year. These include progress reports and report cards each semester, with | <ul style="list-style-type: none"> ● I Can Statements ● STAR 360 assessments - currently administered at the beginning of the school year and at the end to track student growth. ● Peer reviews of student work samples, Learning from Student Work protocol (PLCs) ● Progress Indicators ● Report cards |

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| | <p>grades based on scores from the various projects and activities from each course. The Highly Qualified Teachers who facilitate each high school class complete regular progress checks and reach out to students who are falling behind and/or not meeting course expectations to offer support and to develop and implement an improvement plan.</p> <ul style="list-style-type: none"> ● Pacing guides are in place for each high school course, allowing students, parents, and Homeschool Teachers access to course expectations and requirements. ● Homeschool teachers (in conjunction with guidance counselors and High School Success Coordinators) create an Individualized Graduation Plan for each high school student. These documents provide an at-a-glance report of each student’s plan for graduation. | |
| <p>3</p> | <ul style="list-style-type: none"> ● This section was determined to help the school meet critical student learning needs 2 and 3 and LCAP goals 1 and 2. ● YVCS uses the STAR 360 assessments in reading and math two times per year. ● YVCS uses the ELPAC to assess English acquisition and fluency. This test is used as a component in reclassification decisions. Students who are not yet fluent in English are offered weekly ELD classes, as well as online support programs such as English in a | <ul style="list-style-type: none"> ● Assessment participation rates ● Staff meeting agendas ● Recordings of Zoom meetings |

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| | <p>Flash.</p> <ul style="list-style-type: none"> ● Teachers review assessment results and trends during staff meetings. Scores for individual students are sent to families and are discussed during monthly meetings. Teachers also use this time to inform families of supports and interventions available to help struggling students. | |
| <p>4</p> | <ul style="list-style-type: none"> ● This section was determined to help the school meet critical student learning need 4 and LCAP goals 2, 3, and 4. ● The YVCS guidance counselors support high school students, their parents, and the Homeschool Teachers through the High School website, informational meetings, career planning with Naviance, and graduation and college admission requirements. The counselors assist homeschool teachers in generating a HS student’s Individualized Graduation Plans, and conduct annual reviews of these documents to ensure students are on-track for graduation and their future goals. ● The guidance department created a transition presentation for 8th grade students moving to high school. ● Students work with their teachers and the school’s guidance counselors to develop a high school Individual Graduation Plan at the end of their 8th-grade year. These documents are then updated throughout high | <ul style="list-style-type: none"> ● High school course outlines (examples) ● Naviance access ● Number of students taking A-G courses ● Grade 8-high school transition video ● Schoolwide Learner Outcomes ● SPED Transition website ● Individualized Graduation Plan |

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| | <p>school to help students map their high school career to ensure they meet all requirements for graduation and their post-high school goals.</p> <ul style="list-style-type: none"> ● The rigorous curriculum used at YVCS is aligned to the Common Core State Standards, including the CCSS College and Career Anchor Standards. ● Students have the option of concurrently enrolling in community college courses to complete both high school and college requirements, and to experience the rigor expected of them at the college level. ● Middle school students are able to take A-G courses in mathematics and foreign languages to prepare them for the rigor of high school and beyond. ● The Schoolwide Learner Outcomes include college and career readiness goals, such as becoming literate with technology, becoming effective communicators, and learning how to think critically and independently. ● The Special Education Department developed the SPED Transition website to assist students in their move from middle school to high school. This website also includes resources for career exploration and planning. | |
| <p>5</p> | <ul style="list-style-type: none"> ● This section was determined to help the school meet critical student learning needs 2 and 5 and LCAP goals 1, 2, and 3. | <ul style="list-style-type: none"> ● MTSS Continuum of Supports ● Designated ELD classes and other supports for English learners, such as English in a Flash |

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| | <ul style="list-style-type: none"> ● Teachers administer the STAR 360 assessments in reading and math three times per year. The results from these assessments are used to determine which students require additional support. ● A variety of support and intervention programs are available as part of the schoolwide MTSS continuum. These supports include Reading with TLC/Lively Letters (Orton-Gillingham), Learning Ally, Reading Eggs, Math Seeds, IXL Math, Reading Horizons, Pathblazer, and Exact Path. ● The SST process and SPED support is available when other interventions have been exhausted. ● In addition to the MTSS interventions, students may access online support programs through the Online Subscription Package, which includes a 24-7 tutoring option (TutorMe). Students may use Instructional Funds to participate in tutoring sessions through school-approved vendors and/or to purchase supplemental support programs to assist with their core curriculum. ● Supports for EL students include weekly designated ELD classes, access to the English in a Flash program, and access to all MTSS and online support programs that are offered schoolwide. | <ul style="list-style-type: none"> ● Inspire Cares website ● Staff meeting agendas ● STAR 360 and CAASPP results ● Vendor list ● Online Subscription Package ● Growing SST team and resources <ul style="list-style-type: none"> ○ SST team members supporting specific grade levels--specialized support and resources. |
| <p>6</p> | <ul style="list-style-type: none"> ● This section was determined to help the school meet critical | <ul style="list-style-type: none"> ● Vendor list ● Online Subscription Package |

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| | <p>student learning need 6 and LCAP goals 3 and 4.</p> <ul style="list-style-type: none"> ● YVCS provides students with instructions and materials for the wet labs required for A-G science credit. The labs meet at least the minimum requirements as set forth by UC A-G guidelines. The required labs are embedded into each science course. ● Students may also complete the A-G science requirements by enrolling in a lecture-and-lab combination science course at a local community college. ● Online learning platforms include hands-on labs and activities to enrich the students' core curriculum and to incorporate inquiry-based learning and critical thinking. ● The NGSS-based Discovery Education Science Textbook program is available as part of the Online Subscription Package. This program includes anchor phenomenon to spark scientific inquiry and discussion. ● Elementary and middle school students have the option to complete inquiry-based hands-on science lessons and activities through school-approved vendors. | <ul style="list-style-type: none"> ● A-G science lab materials |
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Chapter II: Student/Community Profile and Supporting Data and Findings

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

- The history and background of the school
- A description of the school programs
- California School Dashboard performance indicators and other local measures
- Examination of perceptual data, such as surveys
- Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)
- Provide a brief summary that includes:
 - Implications of the data
 - Identification of 2–3 preliminary major student learner needs (at this stage of analysis)
 - Important questions to be discussed in the Focus Groups.
- Include related profile materials in the appendices at the end of the report.

General Background and History

Yosemite Valley Charter School is a public charter school authorized by Westside Elementary School District in Fresno County. The school opened on July 1st, 2016, and offers a tuition-free independent study/homeschool program for students in grades TK-12. The school provides personalized learning, and families can tailor the academic program to meet the needs of each student. Credentialed Homeschool Teachers (HSTs) oversee each student and ensure that students are working towards mastery of the content standards and Schoolwide Learner Outcomes. HSTs assess student strengths and needs and assist families in developing an instructional program to provide each student with the tools they need to meet their goals.

The non-profit entity, Inspire Charter Schools, managed YVCS from 2016-2019. Beginning in 2019-2020, YVCS operates as its own LEA and is not managed by a CMO. The school contracts with Inspire Charter Services for administrative and back-office support.

Community Served by the School

Description of the Community Served by the School

YVCS is located in the city of Fresno, the county seat of Fresno County, and part of the San Joaquin Valley in the heart of California. According to census data, the population of the city of Fresno is approximately 527,438 people, representing 13% of the San Joaquin Valley.

Fresno's economy is primarily driven by agriculture, which provides approximately 25% of the region's jobs. Other major employers in Fresno include Fresno State University and Community Medical Centers. The median income (2017) in the city of Fresno is \$44,853, and the median home value is \$227,500. 46.9% of the population of the city of Fresno lives in owner-occupied housing, compared to 53% for Fresno County.

Demographic information from 2016 shows that the population of the city of Fresno has a median age of 30.9 years. The population is composed of 27.4% white (not Hispanic), 13.6% Asian, 7.8%

African American, and 49.1% Hispanic or Latino residents. American Indian or Alaska Native residents make up 1.1% of the city's population.

State and/or Federal Program Mandates

YVCS operates in terms of student performance through its charter, Local Control and Accountability Plan, Governing Board policies, and memoranda of understanding with Westside Elementary School District. YVCS ensures that quality educational programs and services are provided in compliance with the El Dorado County Charter Special Education Local Plan Area (El Dorado Charter SELPA) and all legal guidelines, including but not limited to Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and the Individuals with Disabilities Education Improvement Act. YVCS does not currently operate under federally-imposed mandates for improvement.

YVCS did not receive any Title I, II, or III funding during the 2018-2019 school year, and is not receiving any for the 2019-2020 school year.

Parent and Community Organizations

YVCS encourages all parents to become involved with school decision-making, and the school has effective procedures in place to ensure parents and other stakeholders are informed of school news, events, and updates.

Parent Liaisons are parents who homeschool with YVCS and also serve as classified employees who support parents through their homeschooling journeys. YVCS's three Family Liaisons generate weekly newsletters and help plan events for students and their families. The Family Liaisons also monitor and moderate the school's social media pages. Family Liaisons are often the first point of contact for new families, and they are available to answer questions about enrollment, curricular materials, and instructional strategies.

YVCS offers parent workshops throughout the school year. These include the "Live at Five" series, which is offered each summer. Topics covered during these sessions include the use of the I Can Statements, curriculum options, high school information, and the options available through the Online Subscription Package. The sessions are organized by staff members, but experienced homeschooling parents are invited to present and share their expertise. Other workshops offered during the year include test preparation strategies, LCAP forums, and presentations about curriculum adoptions.

Guidance Counselors and HSTs offer college fairs and college tour field trips. Teachers organized a field trip to the "Fresno Area College Night" event where students could get information about colleges in California and in other states. All high school students have access to Naviance and can take career quizzes to find out what their interests may be. They can also find information about which colleges are a good fit, research college information, and apply for scholarships. Since the school is composed of homeschool and independent study programs, parents and guardians are full participants in the academic experiences of their children.

Parents of students with disabilities are supported through the [Inspire Cares](#) and [SPED Transition](#) websites. These websites provide resources related to academic success, specific disabilities and support programs, transition support, and independent living skills.

All parents have access to the [main school website](#), as well as the [Parent Testing Resources](#) site

and the [Academic and Speech Intervention](#) website. These sites provide a wealth of information and resources to support homeschooling students and their families in the goal of preparing all students for college and career.

School-Business Relationships

YVCS partners with local community organizations and businesses to provide educational workshops, vendor-led classes and tutoring opportunities, specialty program tracks, field trips, and outreach that enrich the students’ educational experiences. The [Community Connections](#) program is a teacher-led effort to partner with local businesses and organizations and to plan enriching field trips and activities to support and extend student learning. Community Connections events include park days, collaborative activities, and service-learning projects. The Merced Community Coordinator hosted a successful field trip to the City Council chambers. They had good attendance, and the children learned about city government. Impact Day in November 2019 was a day of service for students. Students gathered to clean up the Art of Life Healing Garden at Woodward Park. Kingsburg area students and families volunteered at Gleanings for the Hungry as one of their monthly events in October 2019.

Staff Demographics

Dr. Laurie Goodman serves as the Principal of YVCS.

Certificated Staff

| | Number of Staff | Percent of Certificated Staff |
|-----------------------|------------------------|--------------------------------------|
| Teacher | 586 | 73% |
| Administrator | 70 | 8% |
| Pupil Services | 146 | 18% |
| Total | 802 | |

According to the Student Information System, of the 586 teachers who support YVCS, 122 support 20 or more students who are enrolled at the school. The current pupil-to-teacher ratio is 18.4 to 1. YVCS is committed to maintaining a student to teacher ratio of no more than 25 students to one teacher.

A Principal and an Assistant Director, who serve as the school’s administrators, support the teachers of YVCS. Seven Regional Coordinators serve as teacher leaders and provide direct support to teacher groups. Sixty-one SPED Case Managers, five 504 Coordinators, nine SST Coordinators, five Math Intervention Coordinators, five Reading Intervention Coordinators, one Writing Intervention Coordinator, a five-person speech team, and one EL Coordinator give additional support to teachers and students.

Staff by Type of Non-Classroom Based Assignment

| | Number of Staff | Percent of Certificated Staff |
|-------------------------------------------|------------------------|--------------------------------------|
| Counselor | 12 | 1.5% |
| Psychologist | 19 | 2.3% |
| Nurse | 11 | 1.4% |
| Speech/Language/Hearing Specialist | 12 | 1.5% |
| Other Student Support Services | 272 | 33.9% |

Teachers by Ethnicity

| | Number of Teachers | Percent of Teachers |
|-----------------------------------------|---------------------------|----------------------------|
| American Indian or Alaska Native | 16 | 2.7% |
| Asian | 18 | 3.0% |
| Black or African American | 8 | 1.4% |
| Filipino | 6 | 1.0% |
| White | 538 | 91.8% |
| Total | 586 | |

Teachers by Gender

According to the Student Information System, 91% of teachers are female, and 9% are male.

Staff Experience

According to the DataQuest website, YVCS teachers have an average of seven years of service, with an average of two years of service to the school. There were two second-year teachers employed by YVCS during the 2018-2019 school year.

DataQuest shows that certificated administrators have an average of 12 years of service, with an average of three years of service to the school. One second-year staff member worked in administration to support the school during the 2018-2019 school year (administrators include Inspire Charter Services staff members).

According to 2018-2019 school year data from the CDE DataQuest website, three administrators

hold Doctorate Degrees, 11 hold Master’s Degrees, and two hold a Master’s Degree plus 30 units (administrators include Inspire Charter Services staff members). Thirty-five teachers hold Master’s Degrees, and an additional three teachers have a Master’s Degree plus 30 units.

Classified Staff

According to the [October 2019 CBEDS SIF report](#), 40.18 FTE classified staff members support YVCS. 32.8 FTE are office/clerical staff, 2.25 FTE are paraprofessionals, and 5.13 FTE are other classified staff members.

School Purpose

YVCS exists to inspire children to realize their potential to become extraordinary and active members of society. We passionately uphold the belief that all students can achieve at high levels. YVCS staff members will strive to meet this goal through an individualized program that is aligned with the Common Core State Standards (CCSS), the Next Generation Science Standards (NGSS), and the California Content Standards (CCS). The school will employ rich curricula options, including online learning platforms and technology-based applications, that are based on current educational research to support students in meeting state content standards.

Mission, Vision, Core Values, and Schoolwide Learner Outcomes

| YVCS Vision Statement |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| YVCS develops the individual gifts of students to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real-life success in the 21st century. |

| YVCS Mission Statement |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| YVCS provides a flexible personalized learning experience, empowering families to tailor a program designed around the specific needs of each student. In collaboration with highly qualified credentialed teachers, students engage in diverse and dynamic learning pathways and unparalleled enrichment opportunities to achieve personal and academic success. |

| YVCS Core Values |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| These three core values distinguish YVCS from other schools. <ol style="list-style-type: none">1. Mentoring: to inspire students to forge their path in the world2. Passionate: to strive for excellence3. Collaborative: to be active, engaging, and contributing team members |

YVCS's governing board, administration, and staff believe that an educated person in the 21st-century will be proficient in the CCSS, NGSS, and CCS and will also be proficient in the use of technology. By doing school work online, including numerous technology-based applications, students will learn how to be proficient with the use of the same technology that they will be expected to utilize in the workplace or in pursuit of lifelong learning objectives.

The Schoolwide Learner Outcomes (SLOs) were developed by the administrative team, parents, and other stakeholders. The school shares the SLOs with stakeholders at regional meetings, monthly parent meetings, and governing board meetings. The CCSS, NGSS, and CCS are embedded in the school's SLOs and instructional delivery model.

| YVCS Schoolwide Learner Outcomes |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>YVCS students are:</p> <ul style="list-style-type: none">● <i>Navigators of the digital world</i> who are proficient in the use of technology, media, and online resources.● <i>Self-directed</i> and motivated students who can set attainable goals to achieve academic success.● <i>Personalized learners</i> who can thrive in the style of education that best fits their individual needs.● <i>Independent critical thinkers</i> who can problem solve, take ownership, and apply their knowledge to a variety of problems.● <i>Responsible citizens</i> who demonstrate integrity and respect while actively seeking knowledge of local and global issues.● <i>Effective communicators</i> who can thoughtfully articulate their thinking with confidence while collaborating with peers. |

ACS WASC Accreditation History

In the Spring of 2017, YVCS was granted an initial three-year accreditation term, expiring on June 30th, 2020. The following school strengths were identified during the initial visit:

- Administration and staff provide a safe and individualized online learning environment for all students.
- Students are given a wide variety of options for CCSS-aligned curriculum and programs that allow students to think critically, problem-solve, and connect classroom learning with the real world.
- Curriculum is differentiated to meet individual needs of students. Teachers have the opportunity to provide personal attention and differentiated instruction through small group and individual interventions.
- Teachers use instructional strategies that vary the ways students engage with content and demonstrate mastery of content either online or in classroom environments.
- Administration and staff provide individualized supports that address individual students' academic needs.

Since the initial visit,

- The school has implemented an MTSS model for all students. The school has refined the ELD instruction model for English Learner students and the Specialized Academic Instruction services and has also implemented transition services for Special Education students.
- All YVCS students follow a rigorous curriculum to prepare them for their college and career plans. YVCS has adopted the Common Core State Standards, the Common Core College and Career Readiness Anchor Standards, and the Next Generation Science Standards. AP courses are available to students through curriculum vendors. All core subject high school courses are A-G-approved, and “D” science courses include wet labs in accordance with A-G requirements.

Based on the ongoing self-study process, the following three goals were updated in our Schoolwide Action Plan:

- Assessment participation and the use of the resulting data to drive instruction and professional development;
- Continued support in the area of college and career readiness for all students; and
- Ongoing and focused professional development for staff that will sustain the school’s cycle of continuous improvement.

LCAP

YVCS is a charter school that acts as its own Local Education Agency or district, we create our own LCAP and budget that aligns with our critical student learner needs, as well as our Mission, Vision, and Schoolwide Learner Outcomes.

2019-2020 LCAP Goals

1. Provide high-quality teaching and learning that promotes opportunities for applying knowledge.
2. Create systems and structures that provide multiple personalized learning paths and increase College and Career Readiness of our students to close the achievement gap for all subgroups.
3. Increase student, parent, staff, and community engagement through collaboration, transparency, and communication.
4. Provide appropriate tiered supports that promote and sustain positive social/emotional development as well as increased academic achievement for all students.

| Goal | Identified Need | Measurable Outcomes |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | As an independent study school, students need a variety of ways to engage with the school community to positively impact their educational experience. Focused professional development for parents/learning coaches continues to be a need because they provide daily instructional support to students. | -100% credentialed teachers. -100% of facilities considered safe, as demonstrated in the Facilities Inventory (FIT) Report. -100% of students with access to CA state standards-aligned instructional materials (text and e-text) for all core subject areas. -100% of students have access to a computer. |

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| | | |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | -100% of students have a broad course of study through vendor electives and enrichment opportunities. |
| 2 | Our analysis includes the California dashboard as well as local measures. There is a need to increase our participation rates and performance on the Smarter Balanced Assessments. Administration and staff need to create and implement a formal system to quickly identify and support students in danger of failing. | <ul style="list-style-type: none"> -95% CAASPP participation. -Students and subgroups will meet or exceed the statewide average on CAASPP ELA. -Students and subgroups will meet or exceed the statewide average on CAASPP Math. -10% of English Learners will increase one level on the English Learner Progress Indicator annually. -10% of English Learner students will reclassify. -100% of teachers will engage in >15 hours of curriculum training and CCSS PD during the school year. -95% of students will participate in quarterly interim benchmark assessments to show mastery of standards taught. |
| 3 | Our analysis includes the California dashboard and local measures. There is a need to increase our College and Career Readiness by increasing the number of vertically aligned CTE pathways, college-level courses, and completion of A-G course sequences. The school needs to establish community partnerships and connections to provide students with more college and career resources and/or internship opportunities for students. | <ul style="list-style-type: none"> -At least 100 students will take college-level courses (concurrent enrollment or within community colleges). -Counselors and Homeschool Teachers will meet with each student and family to create a personalized learning plan. -Increase the number of Career Technical Pathways. -Increase the percentage of students scoring at Prepared and Approaching Prepared on the College and Career Readiness Indicator. -Increase the percentage of students that pass AP examinations with a score of 3 or higher. |
| 4 | Our analysis includes the California dashboard and local measures. There is a need to increase our four-year cohort high school graduation rates. Additionally, by virtue of our online/independent study platform, it is important to maintain student, parent, | <ul style="list-style-type: none"> -Increase the number of students participating in enrichment opportunities as measured by student enrollment. -Increase student participation in academic and leadership opportunities such as Yearbook Committee, Student Council, and Meet the Masters based on student |

| | | |
|--|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>staff, and community engagement.</p> | <p>sign-in. -Increase the use of the school website and provide parents with updated FAQs, policies, and program descriptions as monitored by Google Analytics. -Maintain chronic absenteeism rate at 0%. -Maintain the rate of pupil suspension and expulsion rates. -Increase the high school graduation rate. -Decrease the high school cohort dropout rate. -Decrease the middle school cohort dropout rate. -Increase parent participation for the school climate survey by 10%. -Maintain current attendance rates of 95% or higher by ensuring the timely completion of assignments.</p> |
|--|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Parent and Community Input

All school stakeholders, including parents and community members, are involved in the planning and input process of the LCAP and Annual Update. The following is a description of parent and community involvement in the process for 2018-2019:

- August 2nd-4th, 2018: Teacher in-service training regarding homeschool curriculum, pedagogies, and monitoring student progress towards CCSS.
- August 22nd, 2018: Virtual teacher professional development (PD) focusing on College Career Indicator (Dashboard).
- September 1st, 2018: Family Liaison in-person training regarding LCAP Actions focused on increasing family engagement and support.
- September 3rd, 2018: Online monthly parent meeting (Parents Live led by the Senior Director) to explain the STAR 360 diagnostic and CAASPP scores as they relate to the LCAP.
- September 4th, 2018: Staff training regarding CAASPP scores, CCSS (I Can Statements), school accountability, curriculum alignment, and STAR 360 results.
- September 10th, 2018: Staff training focused on available intervention programs to support students academically at risk (Pathblazer, Reading Horizons, Learning Ally).
- September 19th, 2018: Lending Library grand opening for families and students.
- September 21st, 2018: Back to school family information day. Staff presented to parents on a variety of topics, including the LCAP goals, curriculum, testing, clubs, student and parent leadership opportunities, parent portal, and accountability data.
- September 28th, 2018: Staff training focused on supporting high school students with Individualized Graduation Plans (IGPs).
- October 1st, 2018: Online monthly parent meeting (Parents Live led by the Senior Director) to explain California Department of Education Smarter Balanced Resources.

- October 3rd, 2018: Staff training focused on curriculum opportunities for high school students using eDynamic and Naviance curricula.
- October 5th, 2018: In-person parent meeting led by Director of Curriculum focused on enrichment academies and to discuss school success, areas of focus, and alignment to LCAP goals/actions.
- October 20th, 2018: Kids Expo—Families invited to meet with enrichment academy providers and to learn more about academic support resources.
- November 1st, 2018: Online monthly parent meeting (Parents Live led by the Senior Director).
- December 2, 2018: Online staff conference led by Director of Curriculum focused on LCAP goals and actions, including progress.
- December 3rd, 2018: Board of Trustees meeting: Director of Curriculum presented the Board with an LCAP goals/actions updated including data, progress towards goals, and the California Schools Dashboard.
- December 6, 2018: Online monthly parent meeting (Parents Live led by the Senior Director) focused on progress toward LCAP goals.
- February 4, 2019: In-service staff training focused on state and college readiness tests, including the CAASPP, SAT, ACT, and AP.
- February 7, 2019: Online monthly parent meeting (Parents Live led by the Senior Director) focused on state assessments and their relation to the LCAP.
- February-May 2019: Online weekly parent forum meetings led by Director of Testing & Assessment focused on student achievement goals, assessment goals, and participation in CAASPP.
- March 7, 2019: Online monthly parent meeting (Parents Live led by the Senior Director) focused on Smarter Balanced Assessment tools and resources.
- April 2, 2019: High School Expo: Students and parents invited to learn more about college and career readiness and opportunities.
- April 3 – June 5, 2019: Online monthly parent meetings focused on Brave Writer curriculum.
- April 4, 2019: Online monthly parent meeting (Parents Live led by the Senior Director) focused on 2019-2020 LCAP goals.
- April 5, 2019: Staff meeting focused on feedback for 2019-2020 LCAP goals, including the four-year cohort graduation rate.
- April 8th, 2019: LCAP Parent and Student Surveys distributed via email.
- April 12, 2019: LCAP Staff Surveys sent out via email, including questions regarding our four-year cohort graduation rate.
- April 15 & 18, 2019: Parent workshop focused on supporting and preparing students for assessments.
- April 22, 2019: Parent meeting focused on increasing involvement and opportunities.
- May 1-2, 2019: District and site administrator meeting focused on LCAP goals/actions, including progress, planned modifications, and Dashboard performance.
- May 7, 2019: HST's met with students and parents assist with completion of Parent and Student LCAP Survey.
- May 8 & 9, 2019: Online LCAP community feedback forum led by Director of Curriculum focused on LCAP goals/actions. Staff, community members, and parents were encouraged to provide feedback.

- May 29, 2019: LCAP public hearing - held during a Board Meeting.

School Program Data: Description of the Program

General Education Program Description

Overview

YVCS is a public independent study charter school offering an individualized approach to TK-12 education. Credentialed Homeschool Teachers (HSTs) partner with each student and their parents to develop a personalized learning plan, including curriculum and supplemental materials and instructional methods, based on each child's learning styles and preferences, strengths, and areas for improvement. The HST closely monitors student progress throughout the school year and makes adjustments based on the student's achievement levels.

Instruction, Curriculum, and Online Learning

Students at YVCS may choose to complete all of their schoolwork online or through traditional textbook-based programs. Students, parents, and HSTs collaborate to create an instructional program that includes any combination of online classes, text-based materials and supplements, supplemental online programs, vendor-led classes and/or tutoring services, and field trips. The school offers adopted curriculum programs, which include McGraw-Hill, Edgenuity, and StrongMind, and some of these can be facilitated by a single-subject HQT for high school students who desire a little more oversight and structure. The Choice Plus Academy program for high school students and Choice Plus Bridge for middle school students provides live online classes and access to teachers who are credentialed in the subjects they teach. Regardless of the materials and pathways chosen, the HST works closely with the student and their parents to ensure all students are working towards mastery of the grade-level standards.

HSTs meet with students at least once every 20 school days for a Learning Period meeting. During these meetings, the HST reviews the entire body of work, which includes a discussion with the student about newly-acquired knowledge and projects completed during the month. For those students completing custom-designed coursework, HSTs compare the work and concepts covered during the month to the TK-8 I Can Statements or the high school course outlines to ensure each student is working towards the content standards and/or the A-G requirements. During these meetings, the HST records completed topics and concepts on a Monthly Learning Plan form. This form is also used in collaboration with the parent and student to plan assignments for the following Learning Period and to set standards-based learning goals for each student.

The Schoolwide Learner Outcomes are in place to prepare students for their post-high school plans. These schoolwide goals encourage students to become self-motivated learners who are effective communicators and digitally-literate. The SLOs are embedded in all aspects of the academic program at YVCS, and all students are provided opportunities to showcase their critical thinking skills, written and oral communication skills, and unique creative talents. Students have opportunities to collaborate with teachers and peers through vendor-led classes and lessons, online coursework, and school-sponsored field trips and events.

The independent study nature of our program allows students the time and space to pursue and develop their talents and interests. The school provides each student with access to a school account of Instructional Funds, which may be used for many enriching activities. Such activities include field trips to expand learning, lessons in the visual and performing arts, and hands-on STEAM-related classes, to name just a few options. High school students have a wide range of

elective courses from which they can choose, including A-G-approved electives and career preparatory electives, such as Culinary Arts or Sports Management. High school students have the opportunity to expand their educational programs by taking AP courses or by concurrently enrolling in community college courses. Career and Technical Education courses and pathways are offered through several vendors.

YVCS is a data-driven school, and HSTs continually monitor student achievement and progress towards mastery of the course concepts and content standards. This is completed through a combination of formal and informal assessments. All students are expected to complete the STAR 360 benchmark assessments in reading and mathematics during the Fall semester and again in the Spring. The Fall test administration provides a baseline achievement level which can be used to implement support programs and interventions or to make adjustments to a student's curricular materials. The Spring test administration is used to showcase student growth through the school year and to set goals for the following year. Students complete all state-mandated assessments (CAASPP, CAST, PFT, ELPAC, CAA) as required. Students also complete curriculum-based assessments and a wide variety of projects to showcase their learning throughout the year. HSTs review and monitor these assessments, and many administer informal assessments such as running records or math tasks during Learning Period meetings. The results of all assessments are shared with students and their parents, and the HSTs help parents interpret the results to use them to modify the instructional plan.

College and Career Readiness Programs

YVCS has effective procedures in place to support all students in meeting their post-secondary goals. All core subject high school courses are A-G-approved by UCOP to ensure all students have access to coursework that will prepare them for the rigor of college-level courses. Middle school students have the option to take A-G mathematics and world languages classes for high school elective credit. These classes not only give the students a preview of the workload and assignments required in high school but also provide them with opportunities to take higher-level math and foreign language classes during their four years of high school. The Schoolwide Learner Outcomes teach 21st-century competencies to prepare all students for careers in the modern world.

Students may concurrently enroll in community college courses, either through local in-person classes or through online courses from any California community college. These classes allow students to preview college coursework and also allow them to pursue interests and possible career paths. In some cases, students graduate from high school with enough college credits to earn an Associate's degree or to complete the general education requirements for a Bachelor's degree.

The school offers a variety of vocational and career-focused elective courses so students can explore their interests and learn trades. Career and Technical Education courses and pathways are available through vendors such as eDynamic Learning and Brighton College. Students are exposed to local businesses and organizations, which may lead to career interests through vendor-led classes, field trips, and service-learning opportunities.

Transition support is offered to students moving from middle to high school and from high school to college or career. The school's Guidance Counselors are available to support students in matching their interests to career options and in exploring continuing education. Transition services that are specific to students with disabilities are offered through the Special Education department. Please refer to the "Services for Students with Special Learning Needs" section below

for more information.

Support programs for English Learners, Low Income, and Foster Youth Students

YVCS provides a range of programs to ensure English Learners can access the grade-level content standards and build English fluency. The Director of English Language Development develops an [English Learner Master Plan](#) each school year. This plan outlines goals related to services for English Learners, including ELD instruction, supports for parents of English Learners, and reclassification procedures. The EL Master Plan also details parent notifications, assessments, program placement, and ongoing monitoring of reclassified English proficient students.

English Learners will receive 30 minutes of daily ELD instruction through various channels. These include, but are not limited to, designated ELD instruction offered via virtual classes led by Inspire teachers, SDAIE instructional strategies, graphic organizers, and direct instruction in English from the HST during Learning Period meetings. Online programs, including English in a Flash, Reading Horizons, and Pathblazer, are available to support English Learners, as are supplemental programs from the Online Subscription Package. These include Reading Eggs and BrainPOP ESL. Instructional Funds may be used to participate in vendor-led tutoring or small-group classes to build English skills.

A series of EL-related training videos on topics such as the use of graphic organizers and thinking maps and understanding EL designations are available to HSTs. Teaching strategies and graphic organizers are also shared with HSTs, and these items can be passed along to parents to use in their day-to-day instructional time with students.

English Learners complete the ELPAC initial and summative assessments, in conjunction with STAR 360 and CAASPP scores, to determine each EL's English language competency and to assess whether or not each student is ready for reclassification. Teachers complete the [English Language Learner Reclassification Form](#) to record assessment data and to request reclassification. Staff members monitor the progress of Reclassified English Learners for four years at eight-month increments. This ongoing progress monitoring allows teachers to provide continued support and to make any necessary adjustments to the student's academic program. Teachers record progress monitoring data using the [English Language Learner RFEF Monitoring Form](#). When English Learners qualify for special education services, the general education teacher (HST), SPED Case Manager, and Director of English Language Development review the student's IEP, assessment results, and work samples to determine if it is the student's disability that is preventing them from scoring well enough on the ELPAC to be reclassified, rather than their English language skills. In this case, the team completes the [Reclassification Form for English Learners with Disabilities](#), and monitoring continues as usual.

Certain materials are available in Spanish to support the school's Spanish-speaking population and their families. These materials include the [TK-8 I Can Statements](#), the [Parent-Student Handbook](#), the [school calendar](#), [attendance directions](#), the [media release form](#), the two [non-compliance letters](#), and [marketing flyers](#).

All students have access to resources and tools to ensure they can meet the content standards for their assigned grade level. Low-income youth have equal access to educational materials, instructional technology, and supplemental programs and classes through school Instructional Funds. TK-8 students have access to \$2,600 in funds, and high school students receive access to \$2,800 in school funds. These funds provide a well-rounded educational program with

opportunities for enrichment through field trips and lessons, classes, and tutoring offered by school-approved vendors. A mobile lending library provides free educational materials that students and families may use for the duration of a school year.

Foster youth and those students facing temporary housing situations are supported through the local community liaison (a credentialed employee). Students who qualify under AB 167/216 have reduced graduation requirements, as shown in the chart below:

Graduation Requirement Comparison:

| College & Career Graduation Requirements * | Credits | AB 167/216 Graduation Requirements | Credits |
|--------------------------------------------|------------|--------------------------------------------|------------|
| English | 30 | English | 30 |
| Algebra | 10 | Algebra | 10 |
| Mathematics | 10 | Mathematics | 10 |
| US History | 10 | US History | 10 |
| World History | 10 | World History | 10 |
| Life Science | 10 | Life Science | 10 |
| Physical Science | 10 | Physical Science | 10 |
| Government | 5 | Government | 5 |
| Economics | 5 | Economics | 5 |
| Visual & Performing Arts OR World Language | 10 | Visual & Performing Arts OR World Language | 10 |
| Electives | 90 | Electives | 0 |
| Total | 200 | Total | 110 |

** Please note that some graduation requirements will differ between charters. Mission Vista Academy requires 40 credits of English, 20 credits of Physical Education, and only 60 credits of Electives.*

A variety of training programs are available to support HSTs in working with foster youth and homeless students. The school also provides lists of local resources to support these students and their families. These include the wellness centers, the Fresno Rescue Mission, Poverello House, and First Step Outreach.

Regardless of the student’s needs, HSTs conduct regular progress monitoring and support families in accessing resources to ensure all students receive a high-quality education that meets the grade-level standards.

Services for Students with Special Learning Needs

All students work towards mastery of the standards for their assigned grade level. Students at YVCS can choose the curricular materials, instructional methods, and supplemental programs that meet their unique learning preferences, strengths, and areas of need. YVCS provides all necessary services and accommodations to students with disabilities, as outlined in each student’s IEP or 504 Plan. YVCS is its own Local Educational Agency (LEA), and the school is part of the El Dorado Special Education Local Plan Area (SELPA).

YVCS provides quality educational programs and services in compliance with the El Dorado SELPA and all legal guidelines, including but not limited to Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and the Individuals with Disabilities Education Improvement

Act.

A wide range of services and supports are available to students with special learning needs. These include the following:

- Access to standards-aligned, grade-level curricular materials in the least restrictive environment with support from accommodations, modifications, and services documented in the student’s IEP or 504, including accommodations for state-mandated assessments and other tests.
- SAI classes and additional support from Education Specialists who hold credentials in mild/moderate or moderate/severe disabilities.
- Special Education-related assessments and services from school psychologists, speech and language pathologists, occupational therapists, and case managers.
- Parent resources, including training videos, supplemental support programs, and newsletters.
- A transition team and access to the [SPED Transition](#) website, which provides assistance in transitions from 8th-grade to high school and from high school to the student’s post-graduation plans. Transition services include independent living resources, career readiness tips, and information about continuing education.
- The [Inspire Cares](#) website, which supports parents of students with disabilities and their general education HSTs through trainings and newsletters.

Demographic Data

Socioeconomic Status

Parent Education Level

The majority of parents, 85%, have at least some college education, with 53% of parents holding at least a Bachelor’s degree and 23% holding a graduate degree. The parent population of YVCS is more educated than that of the city of Fresno, where only 15.8% of residents hold a Bachelor’s degree or higher.

| Education Level | 2017-2018 Parents | 2018-2019 Parents | 2019-2020 Parents |
|----------------------------|-------------------|-------------------|-------------------|
| Graduate Degree | 21% | 23% | 23% |
| College Graduate | 31% | 31% | 30% |
| Some College | 31% | 32% | 32% |
| High School Graduate | 6% | 6.5% | 8% |
| Not a High School Graduate | 0.4% | 0.5% | 1% |
| Declined to State | 10% | 7% | 5% |

Percent of Eligible FRPL Students

Approximately 23% of YVCS students qualify for Free and Reduced-Price Lunch. About 15% of

students are living at or below the poverty line. This percentage is lower than the number of residents of the city of Fresno, where 28.4% of the population live in poverty.

| NSLP Eligibility | 2017-2018 Students | 2018-2019 Students | 2019-2020 Students |
|-----------------------------------|--------------------|--------------------|--------------------|
| Qualifies for Free Lunch | 27% | 25% | 7% |
| Qualifies for Reduced Price Lunch | 13% | 13% | 16% |
| Poverty Level | 5% | 7% | 15% |
| Does Not Qualify | 51% | 52% | 54% |
| No Form | 4% | 2% | 8% |

Student Enrollment

Student Enrollment by Grade level

During the 2018-2019 school year, YVCS served 2,112 students in grades TK-12. The majority of those students, 1,840 or 87% were concentrated in grades K-8, with the remaining 272 (13%) in high school. There were 1,325 students enrolled in grades TK-5 (63% of the student population) during the 2018-2019 school year, and 515 (24%) enrolled in grades 6-8. Kindergarten data include those students in Transitional Kindergarten (126 TK and 227 KN).

As of January 2020, 2,302 students are enrolled in YVCS for the 2019-2020 school year. The majority of those students, 1,938 or 84%, are enrolled in grades TK-8, with the remaining 364 (16%) in high school. There are 1,413 students enrolled in grades TK-5 (61% of the student population), and 525 (23%) enrolled in grades 6-8. Kindergarten data includes students in Transitional Kindergarten (126 TK and 238 KN).

2019-2020 enrollment numbers are accurate as of the writing of this report.

| Grade Level | 2017-2018 Student Enrollment | 2018-2019 Student Enrollment | 2019-2020 Student Enrollment | Percentage of 2019-2020 Enrollment |
|--------------|------------------------------|------------------------------|------------------------------|------------------------------------|
| Kindergarten | 229 | 353 (126 TK) | 364 (126 TK) | 16% |
| Grade 1 | 164 | 213 | 238 | 10% |
| Grade 2 | 135 | 216 | 221 | 10% |
| Grade 3 | 120 | 198 | 217 | 9% |
| Grade 4 | 115 | 175 | 199 | 9% |
| Grade 5 | 120 | 170 | 174 | 8% |

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|--------------|--------------|--------------|--------------|----|
| Grade 6 | 123 | 186 | 172 | 7% |
| Grade 7 | 105 | 173 | 196 | 9% |
| Grade 8 | 86 | 156 | 157 | 7% |
| Grade 9 | 57 | 104 | 122 | 5% |
| Grade 10 | 38 | 75 | 103 | 4% |
| Grade 11 | 33 | 59 | 78 | 3% |
| Grade 12 | 14 | 34 | 61 | 3% |
| Total | 1,339 | 2,112 | 2,302 | |

Student Enrollment by Gender

Of the school’s 2,112 total students in 2018-2019, the population was evenly distributed by gender. 1,065 (50.4%) students enrolled during the school year were male, and 1,047 (49.6%) were female.

The student population by gender remains evenly distributed for the 2019-2020 school year, with 51% of the population being female and 49% being male.

| Gender | 2017-2018 Students | 2018-2019 Students | 2019-2020 Students |
|---------------|---------------------------|---------------------------|---------------------------|
| Male | 672 | 1,065 | 1,136 |
| Female | 667 | 1,047 | 1,166 |

Student Enrollment by Ethnicity

The student population of YVCS is not quite as diverse as the surrounding community of Fresno. While about 49% of the city’s population is Hispanic or Latino, only 17% of the school’s students identify as members of this ethnic group. 5% of the school’s students are Black or African American, compared to 7.8% of the city’s population.

| Ethnicity | 2017-2018 Students | 2018-2019 Students | 2019-2020 Students |
|----------------------------------|---------------------------|---------------------------|---------------------------|
| American Indian or Alaska Native | 36 | 49 | 49 |
| Asian | 38 | 96 | 102 |
| Black or African American | 79 | 97 | 126 |
| Filipino | 18 | 18 | 30 |

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|------------------|-----|-------|-------|
| Hispanic/Latino | 177 | 309 | 397 |
| Middle Eastern | 0 | 3 | 2 |
| Pacific Islander | 6 | 11 | 9 |
| White | 939 | 1,443 | 1,489 |
| Not Reported | 46 | 86 | 98 |

Predominant Languages Other than English

Of the 2,302 students enrolled at YVCS for the 2019-2020 school year, 40 are English Learners. An additional 69 students are Fluent English Proficient, and 131 are eligible for ELPAC assessments (based on the Home Language Survey completed during the enrollment process). The predominant language spoken among the English Learner population is Spanish.

| Language | Number of Students | Percentage of EL Enrollment |
|-----------------------------|---------------------------|------------------------------------|
| Chinese | 1 | 2.5% |
| German | 1 | 2.5% |
| Hindi | 3 | 7.5% |
| Other Non-English Languages | 2 | 5% |
| Russian | 2 | 5% |
| Spanish | 26 | 65% |
| Tagalog | 2 | 5% |
| Tamil | 1 | 2.5% |
| Ukrainian | 1 | 2.5% |
| Vietnamese | 1 | 2.5% |

Title I

YVCS did not receive Title I funding during the 2018-2019 school year, nor will the school receive funding during the 2019-2020 school year.

Special Needs and Other Focused Programs

For the 2019-2020 school year, 361 students, or 16% of the student population, have special

learning needs. Five hundred thirty-five students (23% of the student population) are socioeconomically disadvantaged.

| Student Subgroups | 2017-2018 Enrollment | 2018-2019 Enrollment | 2019-2020 Enrollment |
|------------------------------------------------------------|----------------------|----------------------|----------------------|
| Students with Disabilities (Special Education or 504 Plan) | 167 | 222 | 361 |
| Socioeconomically Disadvantaged (FRPL-eligible) | 530 | 961 | 535 |
| Foster Youth | 0 | 0 | 2 |
| English Learners | 17 | 11 | 40 |

Language Proficiency

English Learners (EL)

Forty students (1.7% of the student population) are identified as ELs for the 2019-2020 school year.

Redesignated FEP (R-FEP)

Forty-two students (1.8% of the student population) were identified as RFEP in 2019-2020 school year.

English Language Proficiency Assessments for California (ELPAC)

Twenty-two students completed the 2018-2019 summative ELPAC assessment. Overall Summative ELPAC scores from the 2018-2019 test administration show that 9% of students (two students) tested scored at Level 4, 45% (10 students) scored at Level 3, 18% (four students) scored at Level 2, and 27% (six students) scored at Level 1.

| ELPAC Overall Performance Level | Number of Students |
|---------------------------------|--------------------|
| 4 | 2 |
| 3 | 10 |
| 2 | 4 |
| 1 | 6 |

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

English Learner Progress

All Students State

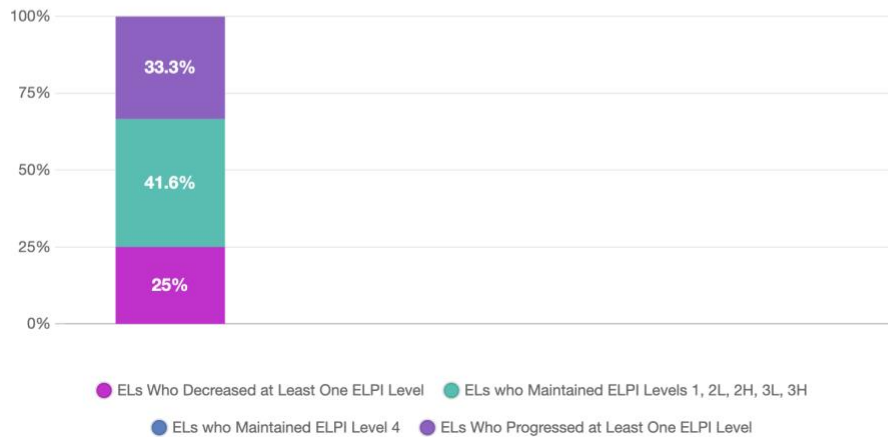
33.3% making progress towards English language proficiency

Number of EL Students: 12

Performance Level: Very Low

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



Eight State Priorities

LCFF Priority 1: Basics

Teacher Assignments

The faculty of YVCS consists of highly qualified credentialed teachers in the college prep subjects and elementary grades. All teachers meet the requirements of Education Code Section 47605(1). All teachers possess credentials appropriate to their assignment, as applicable to charter schools, including CLAD and BCLAD or equivalent when providing instruction to English Learners. Teacher job openings are advertised widely to ensure an adequate pool of qualified candidates, and prospective candidates are screened for possession of adequate credentials.

According to the DataQuest website, YVCS teachers have an average of seven years of service, with an average of two years of service to the school. There were two second-year teachers employed by YVCS during the 2018-2019 school year.

DataQuest shows that certificated administrators have an average of 12 years of service, with an

average of three years of service to the school. One second-year staff member worked in administration to support the school during the 2018-2019 school year (administrators include Inspire Charter Services staff members).

According to 2018-2019 school year data from the CDE DataQuest website, three administrators hold Doctorate Degrees, 11 hold Master’s Degrees, and two hold a Master’s Degree plus 30 units (administrators include Inspire Charter Services staff members). Thirty-five teachers hold Master’s Degrees, and an additional three teachers have a Master’s Degree plus 30 units.

Professional Development

Professional development is available on an ongoing basis to support teachers throughout their careers. Ongoing teacher meetings and training sessions, as well as recorded professional development programs, are posted to the Homeschool Teacher Handbook and are available to support teachers in completing their job responsibilities. Designated administrative staff members monitor the validity of teacher credentials, including reminders as to when renewals are due. Compliance is reported to the Principal.

| Professional & Staff Development Programs/Activities | 2016-2017 Numbers Participating | 2017-2018 Numbers Participating | 2018-2019 Numbers Participating |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|----------------------------------------|----------------------------------------|
| Inspire Charter Schools Leadership Retreat | 1 | 1 | 3 |
| Homeschool Teacher Training (3 days in August) This training includes a back-to-school overview of the Homeschool Teacher Handbook, communication, student planners, school operations and accountability, student support services, high school program, staff evaluations, and testing/assessment. | 12 | 30 | 60 |
| Regional Coordinator Training Meeting | 1 | 2 | 5 |
| Mid-Year Homeschool Teacher Training | 6 | 45 | 80 |

In addition to the schoolwide staff development activities listed above, the school leadership team meets monthly, and information discussed during leadership team meetings is shared with teachers during monthly regional team meetings. Teachers also spend time during these monthly meetings with their Regional Coordinators discussing best practices, curriculum, and various topics of note to independent study charter school teachers.

Leadership team members also attend select conferences throughout the school year. Conferences attended over the past three school years include the Charter Schools Development Center conference in November 2017 and December 2018, the California Charter Schools Association conference in March 2018 and March 2019, and the California Consortium for Independent Study conference in January 2019. Information gathered during these conferences is shared with

instructional staff members during monthly meetings and through email updates. Teachers who are new to the school attend a “Homeschool Teacher Bootcamp” training during their first week of employment. This training orients the new employee to school policies and procedures, while also connecting them to a New Teacher Trainer for ongoing support. The New Teacher Trainers hold regular meetings for new teachers on topics ranging from high school graduation requirements, curriculum options, and the use of the TOMS portal and CAASPP testing.

Teachers are asked to provide feedback to the school’s leadership after professional development activities. This feedback is gathered in the form of informal emails and conversations, as well as through surveys.

Student Materials

All students at YVCS have equal access to instructional materials, educational technology, and supplemental programs that meet their grade-level standards. All core high school courses are A-G-approved, and AP classes that are approved by the College Board are offered to students. While students have the freedom to choose materials that are suited to their learning styles, preferences, and needs, HSTs ensure alignment of all coursework and materials with the content standard through the use of TK-8 I Can Statements checklists and high school course outlines. The course outlines include key assignments that must be completed by all students who are taking custom-designed courses for A-G credit. A-G science labs are embedded in each course, and the school ships materials kits to students to provide access to these lab projects.

School Facilities

YVCS is an independent study school. The school does not operate facilities that are used for student instruction.

LCFF Priority 2: Implementation of Academic Standards

YVCS used the CDE reflection tool from the California School Dashboard to assess our progress towards implementation of Academic Standards. Based on this data, we have implemented all of the academic standards.

Reflection Tool: Implementation of Academic Standards

(Rating Scale [lowest to highest]: 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability.)

- 1. Professional Development.** Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

| | 2016 - 2017 | 2017 - 2018 | 2018 - 2019 |
|----------------------------------|-------------|-------------|-------------|
| English-Language Arts - CCSS-ELA | 4 | 4 | 4 |
| ELD (aligned to ELA standards) | 3 | 4 | 4 |

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|-----------------------------------|---|---|---|
| Mathematics - CCSS-Mathematics | 4 | 4 | 4 |
| Next Generation Science Standards | 3 | 3 | 3 |
| History-Social Science | 3 | 3 | 3 |

2. **Instruction Manuals.** Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught

| | 2016 - 2017 | 2017 - 2018 | 2018 - 2019 |
|-----------------------------------|----------------|----------------|----------------|
| English-Language Arts - CCSS-ELA | 4 | 4 | 4 |
| ELD (aligned to ELA standards) | 3 | 4 | 4 |
| Mathematics - CCSS-Mathematics | 4 | 4 | 4 |
| Next Generation Science Standards | 4 | 3 | 3 |
| History-Social Science | 3 | 3 | 3 |

3. **Policy and Program Support.** Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

| | 2016 - 2017 | 2017 - 2018 | 2018 - 2019 |
|-----------------------------------|----------------|----------------|----------------|
| English-Language Arts - CCSS-ELA | 3 | 4 | 4 |
| ELD (aligned to ELA standards) | 3 | 4 | 4 |
| Mathematics - CCSS-Mathematics | 3 | 4 | 4 |
| Next Generation Science Standards | 3 | 3 | 3 |
| History-Social Science | 3 | 3 | 3 |

4. **Implementation of Standards.** Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

| | 2016 - 2017 | 2017 - 2018 | 2018 - 2019 |
|--------------------------------------------|-------------|-------------|-------------|
| Career Technical Education | 1 | 3 | 3 |
| Health Education Content Standards | 2 | 3 | 3 |
| Physical Education Model Content Standards | 1 | 3 | 3 |
| Visual and Performing Arts | 3 | 3 | 3 |
| World Language | 3 | 3 | 3 |

5. **Engagement of School Leadership.** Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

| | 2016 - 2017 | 2017 - 2018 | 2018 - 2019 |
|---------------------------------------------------------------------------------------|-------------|-------------|-------------|
| Identifying the professional learning needs of groups of teachers or staff as a whole | 3 | 4 | 4 |
| Identifying the professional learning needs of individual teachers | 2 | 4 | 4 |
| Providing support for teachers on the standards they have not yet mastered | 1 | 4 | 4 |

LCFF Priority 3: Parent Engagement

As an independent study/homeschool charter school, parents and guardians are engaged in all aspects of the educational program. The parent serves as the primary educator of each student, with support from the credentialed HST and other credentialed school employees. The school distributes weekly email newsletters to keep families informed of school news and events. Information is also available through the school websites, social media platforms, the Parent-Student Handbook, and the Parent Portal in School Pathways. All parents are invited to attend monthly Governing Board meetings to stay informed.

Parents and students complete a survey each Spring to collect perception data regarding the education program and preparation of students for college and career. Parents are also invited to participate in LCAP forums to provide input and feedback on the school program and goals for the future. Survey data collected during the 2018-2019 school year found that 96% of

parents agree or strongly agree that their children are receiving a good education, 96% agreed or strongly agreed with the amount of academic support they were given by the school, and 89% agreed or strongly agreed that the school is adequately preparing students for college and career. 90% agreed or strongly agreed that their children felt safe and connected to the school. The survey demonstrated that students and families felt that student expectations are clear and well-communicated.

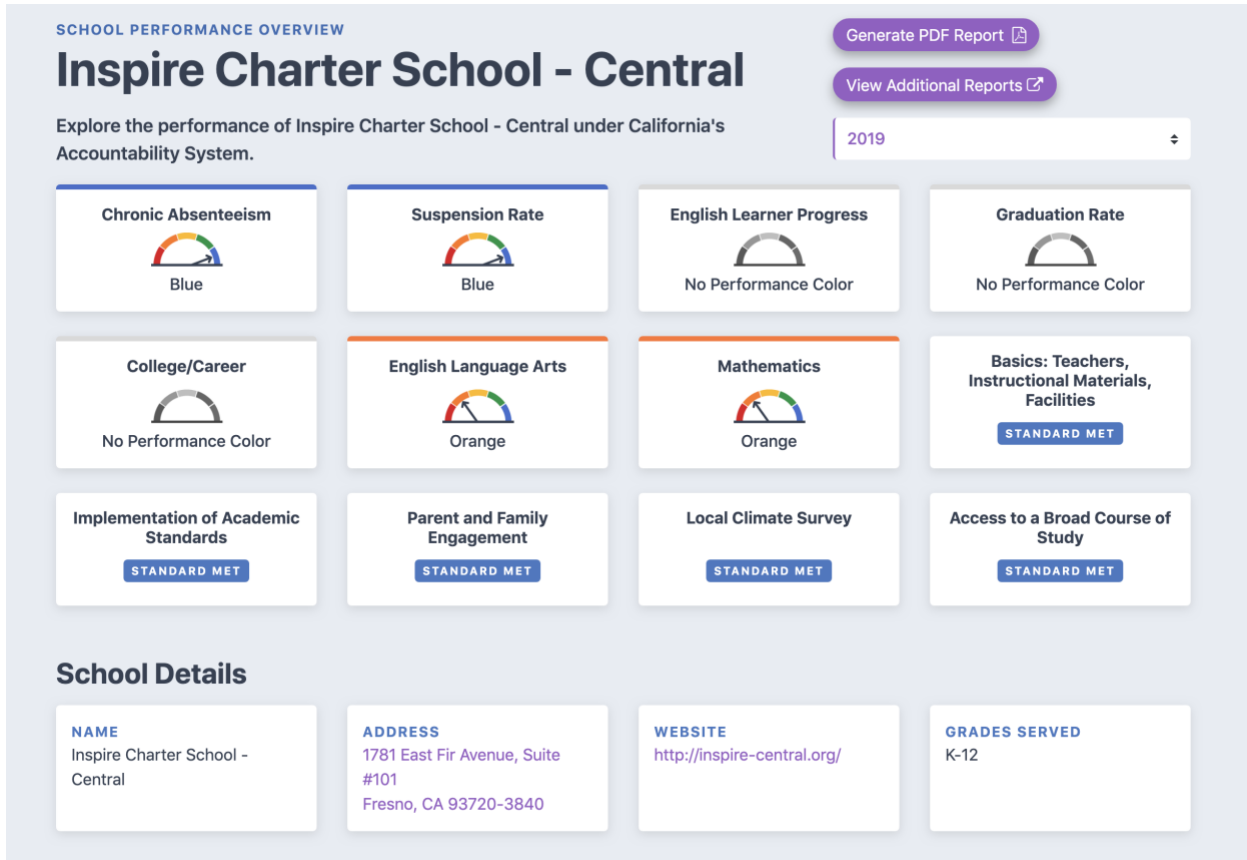
LCFF Priority 4: Performance on Standardized Tests

California Dashboard

On the 2018 Dashboard report, YVCS received an “orange” performance rating in one major category: Mathematics. The change status on the Dashboard indicated the school “declined 11 points”. The school received a “yellow” performance rating in English Language Arts, with the change status showing an increase of 17.1 points in this area. In addition, the socioeconomically disadvantaged subgroup received a “red” performance rating in mathematics and a “yellow” performance rating in English Language Arts. Other subgroups, such as English Learners, Hispanic students and students with disabilities were statistically insignificant and did not receive a performance rating on the Dashboard in either English Language Arts or Mathematics.

2019 Dashboard data show that YVCS maintained an “orange” performance rating for Mathematics. The school declined 1.6 points in English Language Arts and received an “orange” performance rating in this category. Hispanic students, students with disabilities, and socioeconomically disadvantaged students received a “red” rating in Mathematics and English Language Arts.

Professional development activities will continue to focus on academic support for independent study students, including curricular resources and instructional strategies. Teachers will be trained in adequately preparing students for college and career. Staff members will continue to encourage all students to participate in the STAR 360 benchmark assessments and CAASPP and other state-mandated tests to provide additional achievement data to support ongoing student support and improvement.



CAASPP Assessments

Students’ academic growth increases in relation to the students' time of enrollment at YVCS based on “Distance from Level 3” (DF3) data. DF3 is a measure used by the state of California that compares a school’s CAASPP ELA and Math scores by grade to the state standards for “met” or Level 3. For most of grades 3-8, the pattern indicates that the longer students are enrolled at YVCS, the “Distance from Level 3” decreases, which means the students are closer to meeting or exceeding standards.

CAASPP Scale Scores are increasing as students move up in grades. The table below shows changes in the CAASPP scores for YVCS students over the last three years. While this table is not necessarily tracking the same group of students each year, it does provide some insight into student progress as they advance through the grade levels. Overall, students are making progress in the scale scores.

| CAASPP SS | 3rd | 4th | 5th | 6th | 7th | 8th | 11th |
|---------------|------|------|------|------|------|------|------|
| 2016-2017 ELA | 2369 | 2438 | 2443 | 2475 | 2494 | 2544 | * |
| 2017-2018 ELA | 2395 | 2427 | 2485 | 2496 | 2518 | 2536 | 2632 |

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|---------------------------|------------|------------|------------|------------|------------|------------|-------------|
| 2018-2019 ELA | 2379 | 2429 | 2461 | 2498 | 2538 | 2544 | 2611 |
| CAASPP SS | 3rd | 4th | 5th | 6th | 7th | 8th | 11th |
| 2016-2017 Math | 2379 | 2443 | 2429 | 2453 | 2471 | 2495 | * |
| 2017-2018 Math | 2379 | 2401 | 2440 | 2464 | 2477 | 2464 | 2553 |
| 2018-2019 Math | 2363 | 2411 | 2427 | 2460 | 2496 | 2489 | 2517 |

To best highlight our progress and impact, we tracked the results of the grade 3-6 cohorts of students who started with YVCS during the 2016-2017 school year and the grade 3 cohort from 2017-2018.

The charts below show the progress made by each cohort of students in ELA and Mathematics using that cohort's average CAASPP Scale Scores.

| Year | Grade | Cohort Average ELA Scale Score | Average Cohort Progress in ELA | Cohort Average Math Scale Score | Average Cohort Progress in Math |
|------------------|----------------|-----------------------------------------------|---------------------------------------------------|------------------------------------------------|----------------------------------------------------|
| 2017-2018 | 3rd | 2395 | -- | 2379 | -- |
| 2018-2019 | 4th | 2429 | 34 | 2411 | 32 |
| | Average | 2412 | 34 | 2395 | 32 |

| Year | Grade | Cohort Average ELA Scale Score | Average Cohort Progress in ELA | Cohort Average Math Scale Score | Average Cohort Progress in Math |
|------------------|----------------|-----------------------------------------------|---------------------------------------------------|------------------------------------------------|----------------------------------------------------|
| 2016-2017 | 3rd | 2369 | -- | 2379 | -- |
| 2017-2018 | 4th | 2427 | 58 | 2401 | 22 |
| 2018-2019 | 5th | 2461 | 34 | 2427 | 26 |
| | Average | 2419 | 46 | 2402 | 24 |

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| Year | Grade | Cohort Average ELA Scale Score | Average Cohort Progress in ELA | Cohort Average Math Scale Score | Average Cohort Progress in Math |
|-----------|---------|--------------------------------|--------------------------------|---------------------------------|---------------------------------|
| 2016-2017 | 4th | 2438 | -- | 2443 | -- |
| 2017-2018 | 5th | 2485 | 47 | 2440 | -3 |
| 2018-2019 | 6th | 2498 | 13 | 2460 | 20 |
| | Average | 2474 | 30 | 2448 | 8.5 |

| Year | Grade | Cohort Average ELA Scale Score | Average Cohort Progress in ELA | Cohort Average Math Scale Score | Average Cohort Progress in Math |
|-----------|---------|--------------------------------|--------------------------------|---------------------------------|---------------------------------|
| 2016-2017 | 5th | 2443 | -- | 2429 | -- |
| 2017-2018 | 6th | 2496 | 53 | 2464 | 35 |
| 2018-2019 | 7th | 2538 | 42 | 2496 | 32 |
| | Average | 2492 | 47.5 | 2463 | 33.5 |

| Year | Grade | Cohort Average ELA Scale Score | Average Cohort Progress in ELA | Cohort Average Math Scale Score | Average Cohort Progress in Math |
|-----------|---------|--------------------------------|--------------------------------|---------------------------------|---------------------------------|
| 2016-2017 | 6th | 2475 | -- | 2453 | -- |
| 2017-2018 | 7th | 2581 | 106 | 2477 | 24 |
| 2018-2019 | 8th | 2544 | -37 | 2489 | 12 |
| | Average | 2533 | 34.5 | 2473 | 18 |

College and Career Indicators

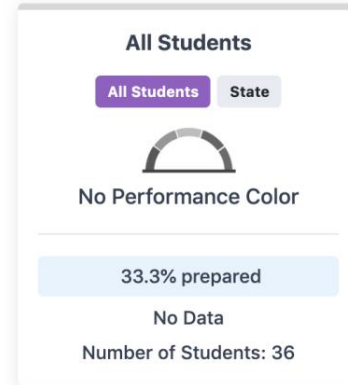
Since there were only ten graduating seniors during the 2017-2018 school year, YVCS did not receive a performance rating or color on the CA School Dashboard in this area.

33.3% of students from the class of 2019 graduated prepared for college or career.

College/Career

All Students

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



SAT, ACT, and AP Exams

A review of information from the DataQuest website showed that no YVCS students participated in AP, SAT, or ACT testing during the 2016-2017 school year. Three YVCS students took the SAT during the 2017-2018 school year; however, student scores were not reported to protect student privacy. Data for the 2018-2019 school year were not available at the time of writing this report.

Three students are taking a total of five AP courses during the Fall 2019 semester. There are two students enrolled in AP English Language and Composition A. AP U.S. History A, AP Environmental Science A, and AP Psychology A each have one student completing the course this semester.

Megan Workman, Co-Director of Curriculum, is responsible for maintaining course approval.

English Learner Proficiency

According to the 2018 California School Dashboard, English Learners did not receive a performance rating in either English Language Arts or Mathematics, due to the low number of English Learners enrolled at the school during the 2017-2018 school year.

Dashboard data for the class of 2019 was not available in time to include it in this report.

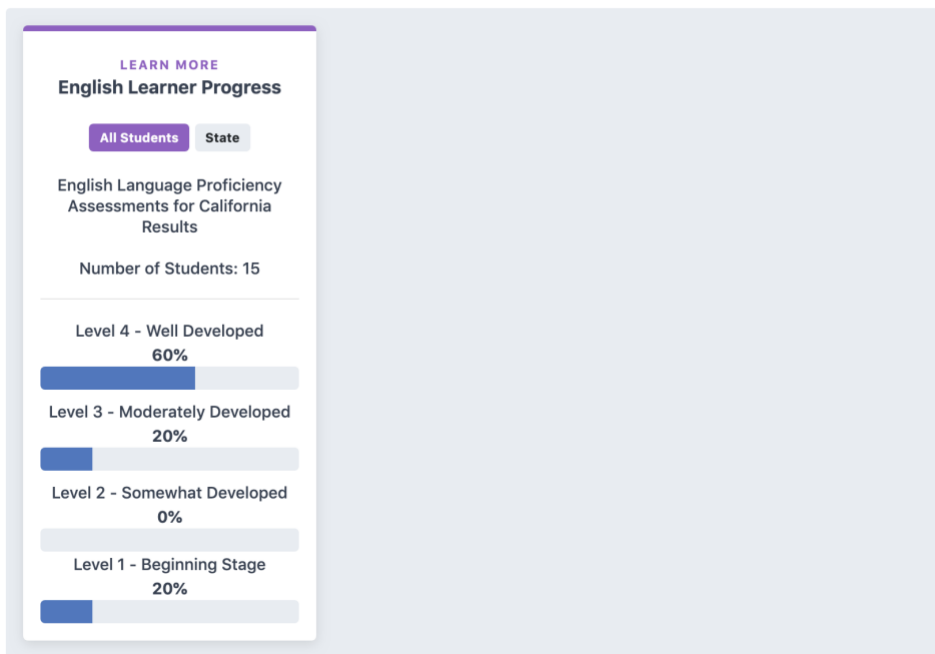
ELPAC

There were 11 English Learners enrolled at YVCS during the 2018-2019 school year, based on data provided by the Director of English Language Development. Of these 11 students, six have been English Learners for one to three school years, two have been English Learners for four or five school years, and three are considered LTELs, students who have been English Learners for six or more school years. All English Learners at the school receive access to the English in a Flash program and Reading Horizons, access to interventions through PathBlazer, and access to

weekly one-on-one ELD support classes. Those who have been English Learners for four or more school years receive additional support services. These support services include collaborative meetings with the Director of English Language Development and the ELD teacher, as well as the student and their parent(s), to determine best practices to support each student in meeting English fluency so they can reclassify.

2018 School Dashboard data show that 60% of the 15 students who completed the 2017-2018 ELPAC test scored at Level 4, 20% scored at Level 3, 0% scored at Level 2, and 20% scored at Level 1.

English Learner Progress



Twenty-two students completed the 2018-2019 summative ELPAC assessment. Overall Summative ELPAC scores from the 2018-2019 test administration show that 9% of students (two students) tested scored at Level 4, 45% (10 students) scored at Level 3, 18% (four students) scored at Level 2, and 27% (six students) scored at Level 1.

| ELPAC Overall Performance Level | Number of Students |
|---------------------------------|--------------------|
| 4 | 2 |
| 3 | 10 |
| 2 | 4 |
| 1 | 6 |

Dashboard data for the 2018-2019 school year show that 33.3% of the school’s English Learners are making progress towards English language proficiency.

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

ELPAC Levels

ELPI Levels

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

English Learner Progress

All Students
State

33.3% making progress towards English language proficiency

Number of EL Students: 12

Performance Level
Very Low

Reclassification Rates

Data from the CDE show that 11 students who took the ELPAC assessment during the 2017-2018 school year were reclassified. Fifteen students were reclassified during the 2018-2019 school year. Twenty-five LTEL students were enrolled at the school during the 2018-2019 school year.

Other Local Assessments

At YVCS, the STAR 360 Math and Reading assessments are given in the Fall and Spring as one method to monitor student achievement and to identify students in need of intervention if they score below standards. During the Spring semester of the 2018-2019 school year, 68% of all students (grades 1-11) tested at/above proficiency in Reading, and 64% tested at/above proficiency in Mathematics on the Spring 2019 STAR 360 benchmark assessments. The percentage of students who tested proficient in Reading remained the same (68%) from the Fall semester to the Spring. However, the percentage of students who tested proficient on the Mathematics STAR 360 assessment fell from 73% in the Fall to 64% in the Spring. Sixty-four percent of students scored in the proficient or above range on the Reading STAR 360 assessment during the Fall 2019 semester. This is a 4% decrease from the Spring 2019 semester. Sixty-nine percent of students scored proficient or above on the Fall 2019 Mathematics STAR 360 benchmark, which shows an increase of 5% over the Spring 2019 semester. While we do not know for sure what caused any decreases in scores, we can speculate that it may be due to the timing of the Spring assessment being close to the CAASPP window and close to the end of the school year when students are tired and may not perform as well as could be expected on standards-based assessments.

The school encourages all students to participate in STAR 360 testing during the Fall and Spring test administration windows, as the tests provide essential data that are used to determine overall student achievement levels and to suggest supports and interventions, whenever necessary. Teachers receive training on talking points to use with families to encourage testing.

STAR 360 Participation Rates

| School Year | Test | Percentage of Students Tested |
|-------------|------------------|-------------------------------|
| Fall 2017 | STAR Reading | 32% |
| Fall 2017 | STAR Mathematics | 30% |
| Spring 2018 | STAR Reading | 87% |
| Spring 2018 | STAR Mathematics | 90% |
| Fall 2018 | STAR Reading | 92% |
| Fall 2018 | STAR Mathematics | 93% |
| Spring 2019 | STAR Reading | 88% |
| Spring 2019 | STAR Mathematics | 89% |
| Fall 2019 | STAR Reading | 93% |
| Fall 2019 | STAR Mathematics | 96% |

At/Above Proficiency in Reading on STAR 360 in 2018-2019

| Grade Level | Fall 2018-2019 % of Students | Spring 2018-2019 % of Students | Fall 2019-2020 % of Students |
|-------------|------------------------------|--------------------------------|------------------------------|
| 1 | 78% | 77% | 81% |
| 2 | 72% | 73% | 70% |
| 3 | 67% | 71% | 59% |
| 4 | 73% | 73% | 64% |
| 5 | 63% | 65% | 66% |
| 6 | 69% | 67% | 58% |
| 7 | 73% | 65% | 67% |

Yosemite Valley Charter School ACS WASC/CDE Self-Study Report

| | | | |
|-----------------------|-------|-------|-------|
| 8 | 57% | 59% | 63% |
| 9 | 59% | 53% | 48% |
| 10 | 67% | 71% | 55% |
| 11 | 63% | 65% | 57% |
| Summary | 68% | 68% | 64% |
| # Students Proficient | 995 | 940 | 1,088 |
| Total Students Tested | 1,454 | 1,373 | 1,706 |

At/Above Proficiency in Math on STAR 360 in 2018-2019

| Grade Level | Fall 2018-2019 % of Students | Spring 2018-2019 % of Students | Fall 2019-2020 % of Students |
|-----------------------|-----------------------------------------|-------------------------------------------|-----------------------------------------|
| 1 | 94% | 87% | 93% |
| 2 | 82% | 79% | 78% |
| 3 | 79% | 69% | 77% |
| 4 | 73% | 67% | 63% |
| 5 | 65% | 59% | 65% |
| 6 | 65% | 64% | 57% |
| 7 | 60% | 63% | 62% |
| 8 | 60% | 53% | 54% |
| 9 | 59% | 72% | 50% |
| 10 | 78% | 75% | 73% |
| 11 | 71% | 65% | 68% |
| Summary | 73% | 64% | 69% |
| # Students Proficient | 1,071 | 959 | 1,213 |
| Total | 1,475 | 1,388 | 1,767 |

| | | | |
|-----------------|--|--|--|
| Students Tested | | | |
|-----------------|--|--|--|

On average, 58% of all students (grades 1-12) are meeting or exceeding growth expectations in ELA on Spring 2019 STAR 360 benchmark assessments, which was a small decrease from 61% in Spring 2018. About 47% of all students (grades 1-12) are meeting or exceeding growth expectations in mathematics on Spring 2019 STAR 360 assessments, which is a 7% decrease from 54% in Spring 2018. Renaissance Learning uses the Student Growth Percentiles (SGP) as a norm-referenced quantification of individual student growth. This SGP score compares a student’s growth from one period to another with that of his/her academic peers nationwide. (“Academic peers” refers to students in the same grade level with a similar scaled score history.) SGP is reported on a 1-99 scale, with lower numbers indicating lower relative growth and higher numbers indicating higher relative growth. For example, if a student has an SGP of 80, it means the student has shown more growth than 80 percent of academic peers. Many states that have adopted SGP consider 35-65 SGP as benchmarks for typical growth.

End of the Year STAR 360 Results: Students Who Met or Exceeded Growth Expectations of 40 SGP in ELA (2017-2018 and 2018-2019)

| Grade Level | % Met/Exceeded Growth Expectations (2017-2018) | Median SGP (2017-2018) | % Met/Exceeded Growth Expectations (2018-2019) | Median SGP (2018-2019) |
|-------------|------------------------------------------------|------------------------|------------------------------------------------|------------------------|
| 1 | 56% | 60 | 53% | 51 |
| 2 | 53% | 48 | 54% | 52 |
| 3 | 49% | 38 | 56% | 55 |
| 4 | 56% | 47 | 55% | 48 |
| 5 | 64% | 58 | 51% | 38 |
| 6 | 54% | 41 | 61% | 52 |
| 7 | 62% | 54 | 51% | 45 |
| 8 | 54% | 45 | 55% | 45 |
| 9 | 77% | 70 | 66% | 54 |
| 10 | 64% | 60 | 65% | 54 |
| 11 | 76% | 66 | 54% | 38 |

End of the Year STAR 360 Results: Students Who Met or Exceeded Growth Expectations of 40 SGP in Math (2017-2018 and 2018-2019)

| Grade Level | % Met/Exceeded Growth Expectations (2017-2018) | Median SGP (2017-2018) | % Met/Exceeded Growth Expectations (2018-2019) | Median SGP (2018-2019) |
|--------------------|-------------------------------------------------------|-------------------------------|-------------------------------------------------------|-------------------------------|
| 1 | 55% | 45 | 49% | 37 |
| 2 | 52% | 41 | 43% | 29 |
| 3 | 44% | 35 | 46% | 28 |
| 4 | 44% | 32 | 44% | 25 |
| 5 | 39% | 23 | 39% | 27 |
| 6 | 55% | 43 | 55% | 48 |
| 7 | 71% | 64 | 45% | 38 |
| 8 | 58% | 53 | 48% | 40 |
| 9 | 64% | 53 | 56% | 51 |
| 10 | 77% | 52 | 59% | 63 |
| 11 | 62% | 68 | 41% | 29 |

Each online course has embedded formative and summative assessments that are used to monitor student progress towards mastery of the standards. These assessments include quizzes, unit tests, essays, short writing assignments, and research projects. Students who choose to complete A-G classes using parent-choice curriculum complete Key Assignments to ensure all A-G requirements are met. Teachers review the body of work completed by each student during monthly meetings to check student progress and ensure all students are on track to complete the required coursework by the end of each semester. Additionally, teachers collect work samples at each meeting. These samples are peer-reviewed and archived within the Student Information System. The Homeschool Teacher proctors final exams for A-G courses.

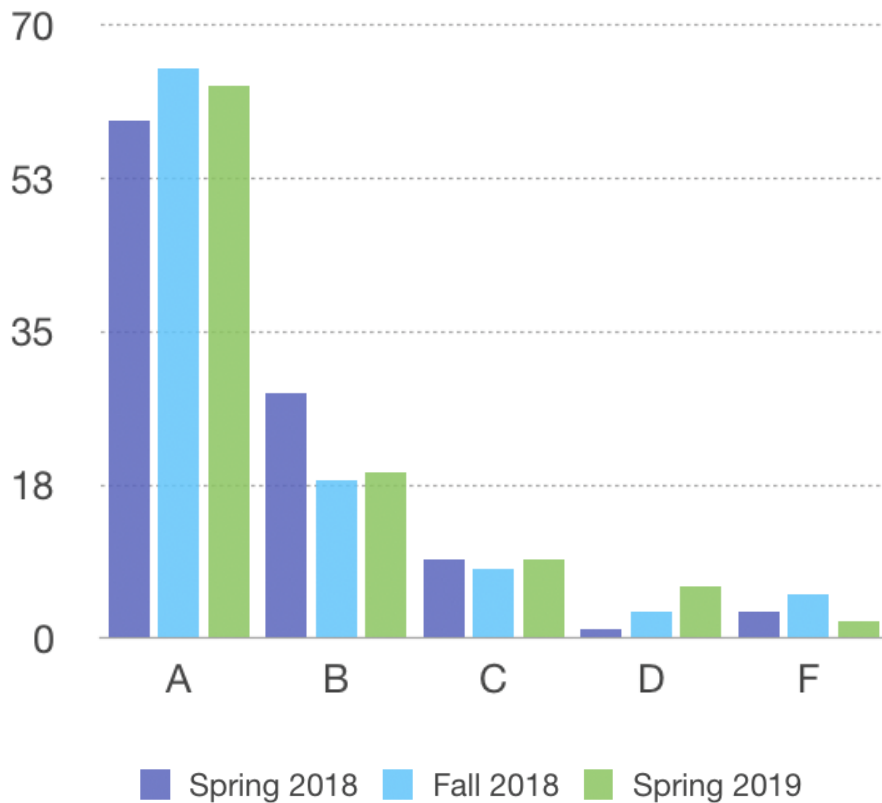
YVCS uses Progress Indicators (PI) as one of the measures for student achievement in grades TK-8. HSTs are required to record grade-level, standards-based Progress Indicators for each core subject (Language Arts, Mathematics, Science, and Social Studies) four times per year. PI scores range from 1-4 (1=At Risk, 2=Below Expectations, 3=Meet Expectations, or 4=Exceeds Expectations). These scores are based on student achievement on the STAR 360 exams, work samples and progress towards mastery of the I Can Statements/content standards, and the student’s behavior and attitude towards school. When a student is not progressing, teachers and parents work together to identify supports and interventions and to target their instruction to work on students’ areas of strengths and

areas of weakness.

Students in grades 9-12 receive traditional report cards using the A-F scale. Teachers create Progress Reports for high school students at the mid-semester point, as well as a final semester Report Card. Report card analysis shows that the majority of students receive A and B grades on their final report card each semester (82% of grades received during the Spring 2019 semester were As and Bs). While D grades increased from 3% in Fall 2018 to 6% in Spring 2019, F grades decreased from 5% at the end of the Fall 2018 semester to 2% at the end of the Spring 2019 semester.

As with the TK-8 Progress Indicators, Report Card and Progress Report grades are used as one metric when determining student strengths and needs. Course grades are used by teachers when considering additional supports and interventions that may be needed to ensure overall student success and achievement.

Report Card Analysis



Fall 2019 Progress Report data are as follows:

| | A | B | C | D | F |
|-------------------------------|----------|----------|----------|----------|----------|
| Percentage of Students | 47% | 20% | 12% | 7% | 14% |

Teachers find that students who receive “D” or “F” grades on their mid-semester progress reports are generally behind in pacing, rather than receiving low scores on their assignments. Teachers support these students through additional check-ins and encouragement to keep them on-track with the coursework and pacing. Teachers also offer supplemental programs for academic/subject support, intervention programs when needed, or vendor-led tutoring. HSTs encourage students to attend weekly virtual office hours with single-subject teachers to help students improve their grades before the end of the semester.

LCFF Priority 5: Pupil Engagement

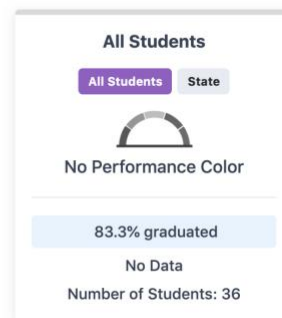
Graduation Rate

According to the CA School Dashboard, 36 students (83.3% of eligible students) graduated during the 2018-2019 school year. Fewer than 11 students graduated during the 2017-2018 school year, so Dashboard data are not available for the previous graduating class.

Graduation Rate

All Students

Explore information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



Chronic Absenteeism

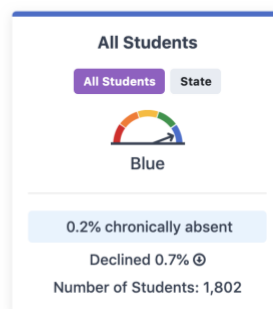
According to the CA School Dashboard, 0.9% of students at YVCS were chronically absent during the 2017-2018 school year. This is a decrease of 1% from the prior year.

0.2% of students were chronically absent during the 2018-2019 school year, which shows a decrease of 0.7%.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Dropout Rate for Middle and High School

The school’s CALPADS Fall 1 Submission report for the 2018-2019 school year listed 24 students who exited YVCS under the E140 exit category (“No Known Enrollment/Truant”) during the 2018-2019 school year. Of these 24 students, five were high school students, and 19 were middle school students. The high school cohort dropout rate for 2018-2019 was 1.8%, which is an increase of 1.1% over the high school cohort dropout rate of 0.70% during the 2017-2018 school year. The middle school cohort dropout rate for 2018-2019 was 5.8%, which is an increase of 4.8% over the middle school cohort dropout rate for 2017-2018 (1.0%).

| School Year | Middle School Cohort Dropout Rate (Gr. 7-8) | Δ Middle School Cohort Dropout Rate | High School Cohort Dropout Rate (Gr. 9-12) | Δ High School Cohort Dropout Rate |
|-------------|---------------------------------------------|-------------------------------------|--------------------------------------------|-----------------------------------|
| 2016-2017 | 1.3% | N/A | 5.4% | N/A |
| 2017-2018 | 1.0% | -0.3% | 0.70% | -4.7% |
| 2018-2019 | 5.8% | +4.8% | 1.8% | +1.1% |

While we do not know what caused the increase in the middle school dropout rate, YVCS monitors students who leave the school during their 7th- and 8th-grade school year through CALPADS to ensure they enroll with another school. The school also uses a [Request for Confirmation of Enrollment](#) form to track and ensure continuous school enrollment for those students who leave YVCS to enroll in California private schools, public or private schools outside of California, and public or private schools outside of the United States. CALPADS is used to monitor the enrollment of students who transfer to another California public school.

Average Daily Rate of Attendance

According to the school's 2019 LCAP report, the average attendance rate during the 2018-2019 school year was at least 95% each month.

The school has a Board-approved [non-compliance policy](#) in place to promote high levels of attendance and to ensure that students are engaged in learning activities. The non-compliance policy is implemented in the following situations:

- A student is found not to be engaged in learning at least 85% of a Learning Period.
- A student is found to be missing one or more work samples during a Learning Period.
- A student is missing one or more Activity Logs during a Learning Period.
- A student/family missed or did not schedule one or more monthly Learning Period meetings or other required meetings.
- A family failed to respond to their Homeschool Teacher after three sets of attempts (phone and email) over the course of six school days.

The school's non-compliance process consists of two letters that are sent to the family, the second of which is sent if the issue leading to the first letter is not resolved. These letters communicate school policy to the student and family. They also assist the teacher in working collaboratively with the family to solve the problem. If the second letter fails to lead to action that resolves the issue, an administrative conference call is scheduled. The purpose of this call is to discuss a reasonable solution to the issue, discuss whether an independent study program is in the best interest of the student, and develop a student improvement plan. The student may be withdrawn from the school if the family fails to attend the conference call, or if staff and the family decide that the independent study placement is not the best academic environment for the student.

LCFF Priority 6: School Climate

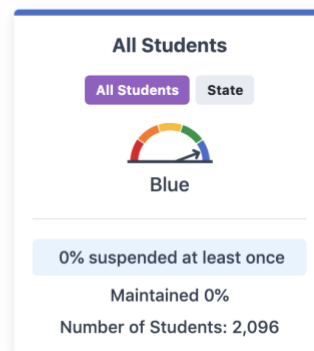
Suspension Rate

YVCS maintained a suspension rate of 0% during the 2017, 2018, and 2019 school years. This rate is lower than the statewide suspension rate of 3.4%.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



Climate Survey

Annually, we administer a school climate survey to students and parents. Responses indicate that more than 80% of our students “agree or strongly agree” that they feel connected to our school, their teachers are engaging, and look forward to participating in school social events, enrichment activities, and educational field trips. Similarly, over 85% of parents “agree or strongly agree” they receive adequate academic support and that their children feel safe/connected to the school and are receiving a good education.

Expulsion Rate

There were no expulsions during the 2017-2018 or 2018-2019 school year. At the time of writing this report, there have been no expulsions during the 2019-2020 school year.

Discipline Referrals

As an independent study/homeschool charter school, student discipline issues are rare. Students generally work at home with their parents, and parents or guardians are present during all Learning Period meetings, field trips, school events, and Community Connections activities. In those situations when a student needs behavioral support to help them focus or access the content standards, the school provides positive behavior interventions through the [MTSS Continuum of Supports](#). These may include resources such as PBIS World, social-emotional learning lessons and curricular materials, help identifying and supporting a student’s learning styles, or helping parents and students with structure and time management.

Student Participation in Co- and Extra-Curricular Activities

Many extra-curricular and co-curricular activities are available to YVCS students. These include field trips, Community Connections events, special student events, and vendor-led instruction and tutoring services. Students and parents have the freedom to choose the events, field trips, and classes in which each student will participate. HSTs often suggest activities that relate to the student’s recent learning activities.

School field trips and events are posted to the [Field Trips and Events page](#) of the online Enrichment Ordering System. Community Connections events are shared through the [Community Connections website](#), as well as regional newsletters that are distributed by HSTs.

School Safety

Based on information from the 2018-2019 LCAP surveys, 89% of parents and students report that children feel safe and connected to YVCS.

LCFF Priority 7: Access to a Broad Course of Study

All students at YVCS have access to and work towards mastery of the content standards for their assigned grade level. YVCS uses the Independent Study Master Agreement for all students in grades TK-12 to monitor course enrollment. This document, along with the high school

Individualized Graduation Plan, helps teachers ensure all students are following an academic path that is appropriate to meet their future goals. Students who need additional support in accessing and meeting the grade-level standards receive interventions through the MTSS Continuum of Supports, the Online Subscription Package, school-approved vendors (in-person classes and/or tutoring), and the SST process. Students with disabilities are supported through the provisions of their IEP or 504 Plans.

School Instructional Funds ensure equitable access to a wide variety of academic supports and enriching activities, including supplemental materials and online programs, vendor-led instruction, tutoring services, and field trips. Instructional Funds provide students access to programs through which they can pursue their talents and interests or develop career-related skills through classes in the visual and performing arts, vocational studies, and athletics.

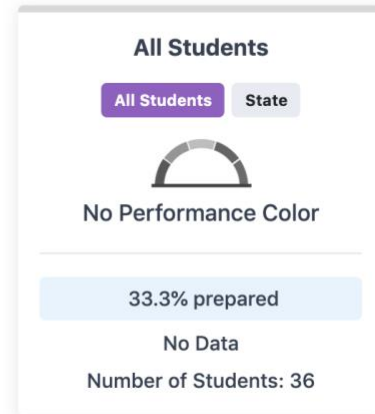
College and Career Readiness Indicator

Data for less than 11 students were reported for the College and Career Readiness Indicator for YVCS, so the 2018 Dashboard did not assign a performance color in this area. 2018-2019 school year data from the CA School Dashboard show that 33.3% of graduates were prepared for college or career.

College/Career

All Students

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



YVCS offers a variety of vocational and career preparatory electives for high school students. Vendors such as eDynamic Learning and Brighton College Career and Technical Education courses. All core subject high school courses are A-G-approved, so all students have access to the classes necessary for first-year admission to UC and CSU universities. Students have the option to enroll in AP courses or to concurrently enroll in community college classes to prepare them for the rigor of college or university-level coursework.

UC A-G Requirements

During the Fall 2018 semester, 59 students completed 145 A-G courses with a passing grade. One

student completed AP English Language and Composition A during the Fall 2018 semester. Nine YVCS students completed a total of 26 community college classes (concurrent enrollment) during the Fall 2018 semester. During the Spring 2019 semester, 60 students completed 143 A-G classes with a passing grade. Of those, two were AP classes (AP English Language and Composition B and AP World History B), and one was an Honors English 10B course. 13 YVCS students were concurrently enrolled in a total of 24 community college classes during the Spring 2019 semester.

Three hundred forty-nine students are enrolled in 1,308 A-G courses during the Fall 2019 semester. Of these students, nine are 7th- and 8th-grade students who are taking A-G Algebra 1A, Spanish 1A, and Latin IIA. Eleven students are taking Honors courses (Honors Biology A, Chemistry A, English 9A, English 10A, English 11A, English 12A, World History A, and US History A). Three students are taking AP courses (AP English Language and Composition, Environmental Science, Psychology, and US History). Twenty-five students are enrolled in a total of 41 community college courses for the Fall 2019 semester.

As an independent study charter school serving homeschooled students, we find that many families prefer their children to concurrently enroll in community college courses, rather than complete AP courses.

Our guidance counselors are attempting to collect transcripts from the colleges to reflect the true number of students who are meeting A-G and CTE requirements as part of the College and Career Indicator measure. In addition, teachers at YVCS continue to educate our students and their parents on the importance of enrolling in A-G and AP courses. As of Fall 2019, all eligible high school core subject courses are aligned to the A-G requirements and approved by UCOP to ensure all students meet these requirements, regardless of the chosen curricular program.

LCFF Priority 8: Other Pupil Outcomes

School Financial Support and Pupil Expenditures

The majority of YVCS's budget is funded by the Local Control Funding Formula and federal and state revenues. The school does not receive any Title I, II, or III funding. Resource allocations are outlined in the LCAP and are determined based on a review of schoolwide data, including but not limited to, student demographics, achievement data and overall schoolwide areas for improvement, and perception data. Major school expenditures include student Instructional Funds (\$2,600 for each TK-8 student and \$2,800 for each high school student) and staff salaries and benefits.

The school will continue to grow its reserve accounts to protect against unexpected financial developments and to ensure funding for future needs and alignment with state charter school requirements.

Please refer to Appendix N for detailed budget information. Financial information is also available at the following link: https://drive.google.com/file/d/1Oy-NUh_B4FUFImPK10iWY1hRgbZ8zP_x/view?usp=sharing

Schoolwide Learner Outcomes

The Schoolwide Learner Outcomes are based on the 4Cs of 21st-century learning and are embedded in all aspects of the instructional program at YVCS. All students are working towards mastery of these schoolwide goals. As independent study/homeschooled students, the

students of YVCS are generally self-motivated learners. The program allows for personalization and customization of the curricular materials and instructional methods to ensure the needs of all students are met. Through the content standards and instructional materials, students develop critical thinking and problem-solving skills. They learn to be responsible citizens through research and reading materials, as well as the variety of service-learning opportunities that are available through the school. Students learn digital literacy through online coursework, supplemental programs, and core curriculum offered through the Online Subscription Package, and the use of technology to communicate with teachers and peers.

While staff members are aware that students are covering the SLOs as they progress through their coursework and content standards, teams of teachers at YVCS identified a need to increase student and parent awareness of these statements. Teachers will develop a method to communicate and monitor students' mastery of the SLOs.

Perception Data

All stakeholders have a voice at YVCS, and the school utilizes various methods to collect stakeholder input and feedback. Avenues for feedback include monthly Learning Period meetings, the annual parent and student surveys which are distributed each Spring, parent participation during Governing Board meetings, and written correspondence from parents to teachers and school administrators.

A review of school perception data and the Climate Survey information from the California School Dashboard show that students feel safe and connected at school events and activities. Communication between the staff and parents/guardians is adequate and transparent. Parents and students appreciate the flexibility to choose materials and methods that meet each child's needs and strengths, as well as the options for extra- and co-curricular activities to provide a rigorous and well-rounded program.

Data from the annual perception survey show that 96% agreed or strongly agreed they were receiving a good education, 90% agreed or strongly agreed their children felt safe and connected to the school, and 96% agreed or strongly agreed with the amount of academic support they were given by the school. The survey demonstrated that students and families felt the school clearly explained expectations for learning in an independent environment (online or textbook-based.) Students and families highlighted the opportunities to participate in decision making regarding events, social interaction, and educational field trips.

YVCS has built a supportive school culture that appreciates and celebrates the uniqueness of each student. Teachers, students, and parents collaborate to ensure the needs of each child are met and that each child can access the grade-level standards and be successful in achieving their goals. The school will continue to implement policies and procedures to perpetuate the positive atmosphere and to promote ongoing student achievement.

Summary of the Profile

Staff members are committed to providing a well-rounded instructional program that prepares each student for their college or career goals while providing time to pursue special interests and talents. The school offers flexibility in selecting standards-based curricula that meet each child's unique strengths, needs, and learning styles, as well as a variety of assessment tools

that measure progress and mastery of the standards. Professional development is tailored to the needs of the teaching staff, and teachers are encouraged to seek and attend professional learning activities that will promote their growth and allow for additional student support. The school will develop a method for measuring the impact of professional development activities on student achievement.

A review of our student achievement data and the California School Dashboard show that school staff members need to continue to support students in the areas of mathematics and writing across the curriculum. Programs have been implemented since the last self-study, and staff members will continue to monitor data and make additions and adjustments to further student achievement in these areas.

The school will continue to monitor student achievement in the area of college and career readiness and will continue to provide access to a variety of courses and programs that will better prepare students for their post-secondary goals and plans. This will include encouraging student participation in AP courses and on the state-mandated assessments. The school will also develop a method of communicating, monitoring, and measuring student progress towards, and mastery of the Schoolwide Learner Outcomes to ensure student preparedness for college or career.

Chapter III: Self-Study Findings

For each category of criteria include:

1. A summary of the degree to which these criteria are being met, including comments about the degree to which these criteria impact the school's ability to address one or more of the major student learner needs
2. A list of strengths
3. A list of prioritized growth areas.

Note: The five criteria categories are:

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
- B. Standards-based Student Learning: Curriculum
- C. Standards-based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth Culture.

Have available pertinent evidence for review by visiting committee. This includes samples of representative student work that have been analyzed.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Online Programs: INACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Staff members at YVCS have developed a school culture that promotes critical thinking, leadership, and citizenship amongst students. Teachers work to prepare all students to be successful in the 21st-century world. The mission, vision, and SLOs, as well as a review of schoolwide achievement data, drive the creation of the school's LCAP and schoolwide goals.

| Findings | Supporting Evidence |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ● The school's Mission and Vision statements were adopted from Inspire Charter Schools at the time of the school's charter authorization. | <ul style="list-style-type: none"> ● Mission, Vision, Core Values ● Schoolwide Learner |

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ● The Schoolwide Learner Outcomes (SLOs) were also adopted from Inspire Charter Schools. These objectives are based on the 4Cs of 21st-century learning and inspire all students to become contributing members of our 21st-century community. ● YVCS uses a variety of data points to measure and inform student learning and instruction. These include CAASPP assessments, student demographic data, STAR 360 assessments, Bader, I CAN statements, teacher and parent given assessments, HQT assessments, and work samples. ● YVCS uses the I Can Statements, which were developed by teams of teachers using the Common Core State Standards, CA Content Standards, and Next Generation Science Standards. The I Can Statements present the standards in parent- and student-friendly language, and serve as the framework for curriculum, instruction, and assessment. A-G aligned checklists presented in parent- and student-friendly language are available for high school students who choose the Choice Plus path. The high school curriculum team developed these checklists for each high school course. ● Career readiness opportunities are open to all high school students. These include guest speakers, in person and via webinars, who discuss the journey from high school into a variety of fields. ● Vendors such as eDynamic Learning and Brighton College offer CTE courses and pathways. ● YVCS has a list of vocational and career-prep electives to help students prepare for their post-graduation goals. ● High school students have the option to participate in concurrent enrollment with community colleges while in high school. This allows students an opportunity to pursue their interests and prepare for the rigor of college-level coursework. ● A transition program is available for students with IEPs. This makes sure they have access to college/career paths after high school. ● Each student has access to an allotment of school funds to invest in student learning as well as interests that develop student skill sets (horseback riding, visual/performing arts, tech, and other vocational electives). These enrichment opportunities can lead to internships, jobs, career exploration, and mentorships. ● Students participated in college and career days in March 2019. In September of 2019, students participated in the Fresno Area College Night to learn about community | <p>Outcomes</p> <ul style="list-style-type: none"> ● Student achievement data ● Student demographic data ● I Can Statements ● Elective list ● LCAP ● School website ● Fresno Area College and Career Night flyer |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| |
|---------------------------------------------------------------|
| colleges and four-year colleges and universities in the area. |
|---------------------------------------------------------------|

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

YVCS invites and encourages stakeholder feedback. Parents and students provide feedback during Learning Period meetings with their teachers and through the annual perception survey each spring. Perception data are used in conjunction with achievement data and student demographics to promote ongoing school improvement and to ensure the program meets the needs of all students.

| Findings | Supporting Evidence |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ● School-related concerns are discussed through parent-teacher meetings, stakeholder surveys, and forums. ● The LCAP is continually evolving based on student data and stakeholder input and feedback to ensure the alignment of educational goals and the allocation of resources. ● Teachers gather data and respond directly to student needs through various support and intervention programs. ● Teachers, administrators, and other school staff members review data during staff meetings. These meetings include four in-person all-region meetings and two virtual meetings each year. Teachers spend time during monthly regional group meetings discussing best practices related to curriculum and instruction. ● YVCS uses the LCAP and WASC Action Plan to continually evolve and improve. ● Our families have access to the Heart of Homeschooling meetings. These meetings involve stakeholders in the school, operations, and instructional methods. ● HSTs host Parent University events. These events create opportunities for parents to develop new skill sets in their home education or to explore new resources, ideas, and curriculum options. Some Parent University topics include reading strategies, play-based approaches, and nature journals. ● Fresno Pacific University offered a learning modalities training session to help teachers understand Waldorf, Montessori, and unschooling philosophies and methods. This training helped teachers support families in their learning preferences. ● In the 2018-2019 school year, Parent Booster clubs were created with a parent board to offer activities for students and families and support teachers. ● YVCS hosts vendor fairs several times a year to showcase | <ul style="list-style-type: none"> ● Mission, Vision, Core Values ● Schoolwide Learner Outcomes ● Perception survey data ● LCAP ● Staff meeting agendas ● Student achievement data ● Student demographic data ● Schoolwide Action Plan ● Board meeting agendas |

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>the vendor options available to families. Vendor fairs allow families to connect with various vendors, learn about the curriculum or activities offered, and make informed decisions on the benefits for the student’s growth.</p> | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and schoolwide learner outcomes.*

The school’s defining statements drive all decisions and all aspects of the instructional program at YVCS. Parents receive the mission, vision, and Schoolwide Learner Outcomes through the school website, the parent and student planners, and the Parent-Student Handbook. Teachers review these statements with parents at the beginning of the school year. The school would like to implement a method of publicizing the SLOs and measuring student progress towards these goals.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● The school's Mission and Vision statements may be found on the YVCS website. The website also includes information about curriculum options, school data (including the SARC and LCAP), and enrichment opportunities for students. ● The Parent-Student Handbook and parent and student planners contain the Mission, Vision, and Schoolwide Learner Outcomes. ● School-related concerns are discussed through community forums and stakeholder surveys. ● Teachers and administrative staff are available for questions and concerns. YVCS keeps stakeholders informed through email newsletters twice a month (Central Scoop), the school website, a Facebook page, and the Parent Portal through the school's Student Information System (School Pathways). ● Teachers discuss the I Can Statements and learner objectives/outcomes during monthly Learning Period meetings. ● Teachers monitor and communicate student progress on I Can Statements for TK-8 and high school content standards through progress indicators, monthly reviews of student work, progress reports, and report cards. ● Family liaisons receive input and feedback from parents regarding questions about our school. Liaisons offer support to parents and the availability of resources available to students. | <ul style="list-style-type: none"> ● School website ● Mission, Vision, Core Values ● LCAP ● SARC ● WASC process ● Parent-Student Handbook ● Parent and student planners ● Perception survey data ● “Central Scoop” - weekly email newsletter ● Facebook page ● School Pathways parent portal (SIS) ● Learning Period meetings ● I Can Statements ● High school course outlines ● Family Liaisons |

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school’s purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

Indicators with Prompts

Understanding the Role of the Governing Board and District Administration

A2.1. Indicator: The school community understands the governing authority’s role, including how stakeholders can be involved.

A2.1. Prompt: *To what degree does the community understand the governing authority’s role, including how stakeholders participate in the school’s governance?*

YVCS invites parents and community members to serve on the Governing Board. The Governing Board meets monthly, and the board meeting calendar, agendas, and minutes are posted to the school website. All Governing Board meetings are held following the Brown Act.

Parents also have opportunities to participate in school governance and decision-making through annual LCAP-related community forums and surveys.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● Board meetings are held monthly, and stakeholders are invited to attend Governing Board meetings. The Board agendas are posted to the school website, in accordance with the Brown Act. Special board meetings are held as needed. ● Parents and community members are nominated for open positions on the school's Governing Board. <ul style="list-style-type: none"> ○ The school board includes several parents. ● The LCAP is reviewed and approved by the YVCS Governing Board annually. ● Stakeholders are invited and encouraged to participate in school surveys and forums to discuss school-related questions, concerns, and suggestions. ● The school's LCAP identifies schoolwide goals, including key actions and services for state-identified student groups. The LCAP is available to all stakeholders through the school website. ● In the Central Scoop, the newsletter sent to families, Dr. Laurie Goodman (YVCS’s Principal), introduced herself and her role to the parents. ● Parent Liaisons support YVCS through marketing | <ul style="list-style-type: none"> ● School website ● Board meeting agendas ● Parent-Student Handbook ● LCAP ● Universal Complaint Policy ● Grievance Policy and Procedure (from the Parent-Student Handbook) ● Policies and Procedures (available through the Governing Board page on the school website) ● Family Liaisons |

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| <p>activities, assisting prospective parents with enrollment, monitoring and moderating the school’s social media accounts, creating weekly parent newsletters, and helping HSTs plan and implement educational field trips and events for students.</p> | |
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A2.1. Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school’s use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Board-approved policies and procedures are in place to ensure student safety when participating in online classes or using supplemental online programs. Students who use school-owned technology sign an Acceptable Use Agreement, which includes provisions for the safe and appropriate use of instructional technology and online resources.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● As an independent study school of choice, YVCS offers many online coursework options and supplemental programs to assist students in meeting the content standards and their academic goals. ● The Information Technology Department developed a set of Board-approved policies and procedures to keep students safe when working online. The policy manual outlines the acceptable use of school-owned technology, password tips to protect student data, and policies and information related to student technology purchases. ● YVCS has an Acceptable Use Policy, which is spelled out in the Parent-Student Handbook. The Acceptable Use Policy takes into account regulations such as CIPA, FERPA, COPPA, and IDEA to ensure all students have safe and reliable access to technology and online resources for learning. ● Students have access to school-owned technology through the Tech Centre and school Instructional Funds. Students and parents complete the Technology Acceptable Use Acknowledgement form when issued a piece of school-owned technology. | <ul style="list-style-type: none"> ● Online course offerings (TK-8 and High School) ● Online Subscription Package ● Information Technology Department Policies and Procedures ● Comprehensive School Safety Plan ● Acceptable Use Agreement ● Tech Center (technology ordering platform) ● Parent-Student Handbook |

Relationships between Governing Board and School

A2.2. Indicator: The school’s stakeholders understand the relationship between the governing board’s decisions, expectations, and initiatives that guide the work of the school.

A2.2. Prompt: *Provide examples of how stakeholders understand the relationship between the governing board’s decisions, expectations and initiatives that guide the work of the school.*

All Board-approved policies are available through the school website. Teachers and leadership team members share updates and new policies with stakeholders through the use of weekly newsletters

and schoolwide email messages. The Parent-Student Handbook includes information about various school policies. Teachers receive news and updates, including information about new policies and procedures, through weekly staff newsletters, the HST Online Handbook, and staff meetings.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● Due to the unique nature of the school’s operations, teachers and parents maintain close and intimate relationships. As a result, much of the communication about decisions, expectations, and initiatives of the school comes through Learning Period meetings where intimate questions can be asked. Families have the opportunity to assess the information shared and ask direct questions regarding how the information impacts their students and their learning. These informal conversations have lasting effects as parents feel valued, heard, and understood. HSTs can relay parent comments and concerns to Regional Coordinators who can then move the information up the chain of command in a healthy manner. ● Schoolwide emails from leadership team members share new policies and changes, and staff and parents provide feedback. ● The Board of Directors authorizes the Principal to carry out policies, vision, mission, and strategic plan. ● The school motto is "Caring for Students, Appreciating Parents, Respecting Each Other." These core values promote an environment in which employees can express opinions, raise awareness of issues, and bring concerns before the governing board. The Parent-Student Handbook encourages seeking resolution with conflict at the Regional Coordinator level first. If the conflict is still not resolved, it is reported to an administrator. ● Positive communication is promoted during Community Connections events, field trips, and monthly staff meetings. ● The Central Scoop, the bi-monthly newsletter, shares news and events with families to keep them informed of relevant, current information. | <ul style="list-style-type: none"> ● Board meeting agendas and Board-approved policies ● Parent-Student Handbook ● LCAP ● LCAP survey data ● LCAP forum ● WASC process ● Schoolwide Emails and newsletters |

Uniform Complaint Procedures

A2.3. Indicator: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2.3. Prompt: *Evaluate the degree to which the school leadership ensures understanding and use of the district’s Uniform Complaint Procedures. (Priority 1).*

The Universal Complaint Procedure was approved by the Governing Board and is available through the school website. A Grievance Policy and Procedure is also shared through the Parent-Student

Handbook. The school has open and transparent lines of communication, and stakeholders are invited and encouraged to provide feedback and input on school operations to guide the continuous improvement process.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● The Universal Complaint Policy is available through the school website. ● Parents and students have access to the Grievance Policy and Procedure through the Parent-Student Handbook. The teacher of record always serves as the first point-of-contact for families. If the issue is unable to be resolved by the teacher, the parent may request a meeting with the principal (Senior Director) to discuss the concern. A letter will be sent to the family, addressing the concern and outcome in writing. ● All inquiries and concerns about school leadership decisions begin on the ground level. It is encouraged that parents begin the process with their HSTs. It is the hope that the relationship between the HST and family is healthy and thriving and that the majority of the concerns can be addressed at this level. However, if the status of the inquiry needs to be elevated, the HST would move the information up to the Regional Coordinator (RC). A prime example of this comes with compliancy. HSTs take multiple steps to communicate with a family if they are out of compliance. After the HST issues a warning of non-compliance, the RC will then contact the family. If improvement isn't shown, then a non-compliance letter will be sent to the family in hopes of promoting student achievement and helping the student become compliant to remain at the school. Once those steps have been completed and no improvement has been shown, the RC would then step in. If measures need to be taken that are outside the scope of the RC, members of the school leadership team will be consulted. | <ul style="list-style-type: none"> ● School website ● Universal Complaint Policy ● Grievance Policy and Procedure (from the Parent-Student Handbook) ● Parent-Student Handbook ● Perception surveys and Perception survey data ● Non-Compliance Policy <ul style="list-style-type: none"> ○ First Non-Compliance Letter ○ Second Non-Compliance Letter |

A3. Leadership: Data-Informed Decision-Making and Ongoing Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP as needed.

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program’s governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program’s mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization’s performance. [iNACOL Standard D, 2009]

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program’s goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school’s broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Stakeholders are invited and encouraged to participate in the school planning and improvement process through LCAP surveys, community forums, and feedback and input provided in informal settings, such as Learning Period meetings and emails. The LCAP goals and Schoolwide Action Plan are created based on reviews of perception data, demographics, and student achievement data.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● All teachers participate in the ongoing school improvement process through collaboration during the WASC self-study and the continuous student monitoring and improvement process they complete throughout the school year. ● Parents and students provide feedback and input during | <ul style="list-style-type: none"> ● WASC process ● Schoolwide Action Plan ● LCAP ● LCAP forum (Zoom meetings for stakeholders held on |

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| <p>Learning Period meetings, as well as through formal surveys and forums and informal emails or phone calls to school staff members.</p> <ul style="list-style-type: none"> • An annual LCAP survey is distributed to solicit stakeholder feedback on school operations, student achievement and preparation for college and career, and support services for all students. • The school uses data to drive all decisions. YVCS develops the action plan and LCAP goals using reviews of schoolwide achievement, demographic, and perception data. Resource allocations are made based on the needs of the student population. • All parents and stakeholders are invited and encouraged to participate in monthly Governing Board meetings to provide input and feedback on the school’s processes. | <p>May 8th and 9th, 2019)</p> <ul style="list-style-type: none"> • Student achievement data • Perception survey data • Board meeting agendas |
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School Action Plan Correlated to Student Learning

A3.2. Indicator: The school’s Action Plan is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

A3.2. Prompt: *How do staff ensure that the school action plan is directly linked to and driven by the analysis of student achievement of the major learner and college- and career-readiness needs, and the California School Dashboard indicators?*

The Schoolwide Action Plan and LCAP goals are correlated to ensure student priorities and needs are met through LCAP resource allocations. All decisions related to LCAP goals and the action plan are driven by thorough reviews of schoolwide achievement, perception, and demographic data.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> • The leadership team of YVCS has developed and models a data-driven approach to schoolwide decision-making. The leadership team, Governing Board, and staff members review data throughout the school year to make adjustments to school programming and services in order to meet the needs of the student population. • YVCS uses the results of the STAR 360 benchmark assessments, CAASPP tests, ELPAC, attendance rates, and graduation rates to inform the LCAP, Schoolwide Action Plan, and budget allocations. • Teachers meet for all-region staff meetings several times per year. Student achievement and updates to processes and procedures to improve the student experience and student achievement are discussed during these meetings. • On the individual student level, teachers use regular reviews and data and ongoing progress monitoring to inform decisions related to curriculum choices and | <ul style="list-style-type: none"> • Schoolwide Action Plan • LCAP • Student achievement data • California School Dashboard • Staff meeting agendas |

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| <p>instructional activities. HSTs support students and parents in making choices that will meet each student’s academic strengths, needs, and goals.</p> | |
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Collective Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

YVCS values shared leadership and decision-making. Staff members are invited and encouraged to share input and feedback related to school operations and student academic improvement.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● Teachers assist parents and students in decisions related to curriculum choice and instructional activities. Teachers ensure that all students are making progress towards mastery of the standards, regardless of the curriculum program being used. ● All students complete the STAR 360 assessment in reading and mathematics two times per school year. This assessment helps teachers determine student achievement to-date and to identify any learning gaps. Teachers use the data to provide MTSS support for students or to make adjustments to the curricular materials. ● Teachers use STAR 360 data to determine the next steps to support students based upon their scores. Programs include Reading Horizons and Pathblazer Access to video libraries with interventions for various math skills (Math Antics and Math Fluency). Writing Tools and Lively Letters for ELA interventions are available. ● Students identified based upon Math and Reading STAR 360 results and selected to participate in small group instruction for Outstanding Direct Instruction classes with a credentialed teacher in a small group. ● Monthly Learning Period meetings with families (TK-12th-grade) provide time to collaborate on student learning, growth, and overall achievement. ● All teachers work in PLC teams to discuss educational trends and best practices and to collaborate with peers to evaluate student work and progress. ● Teachers create SMART goals and share them with their Regional Coordinator. These goals allow for measurable self-reflection and improvement. | <ul style="list-style-type: none"> ● WASC process ● SMART goals and staff evaluation paperwork ● Staff meeting agendas ● Learning Period Calendar 2019-2020 ● WASC process ● Board meeting agendas and minutes ● MTSS Continuum of Support ● SST Process Flow Chart ● Learning Ally audiobook subscription provided at no cost ● Online Subscription Package ● High School Info Day-Curriculum Focus 5.16.18 ● High School Vendor Fair Flyer 12.3.18 ● High School Info Sessions Flyer 1.15 & 1.16.20 ● Four-week math and ELA courses with direct instruction from a teacher (Outstanding Direct Instruction) |

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| <ul style="list-style-type: none"> ● Parent Information Sessions and Vendor Fairs for families take place two to three times per year to allow families to make decisions about curriculum options, elective options, vendors, and support resources. ● Parent University and the Heart of Homeschooling are additional resources that support parents in helping them feel confident in their teaching and the homeschool environment they are creating for their student(s). ● English Language Learner Supports include Teaching Strategies, Graphic Organizers, and Reading in a Flash online program. Families may also purchase programs from the Online Subscription Package (OSP), which can further support EL students, along with using supplemental supports offered by various curricula. ● YVCS offers ELD support classes for five-week sessions. Students can re-enroll for these sessions if needed. ● The Community Connections program offers monthly events for Parent University forums for parents to learn about instructional best practices in their home. ● Parents are allowed to use Instructional Funds towards professional development (conferences like Wild and Free, Fresno Homeschool Convention, and other curriculum trainings). The Instructional Fund Policy allows up to \$350 of student funds to be used towards parent workshops relating to educating their child in the independent study model in one school year. The Homeschool Teacher and Enrichment Department staff must approve these requests. ● Counselors and High School Success Coordinators offer one-to-one meetings scheduled each month. Recordings and slides are available for teachers to use at Learning Period meetings. | |
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Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Internal communication is transparent and open. Employees are invited and encouraged to contact members of the school leadership team when issues arise. Each teacher is a member of a small regional team that is led by a Regional Coordinator. The Regional Coordinator provides support and supervision throughout the school year, including monthly regional meetings where schoolwide updates are shared. The Principal creates and distributes a weekly staff newsletter to keep teachers

up-to-date on school news and events.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● Teachers receive a weekly staff newsletter via email. This newsletter details upcoming events and due dates, training sessions and information, and specifics related to various school departments. ● Staff members use Google Tools, including Google email, Google Drive, and Google Sites for internal and external communication. Zoom meetings and Google Drive are used for staff collaboration. ● Teachers distribute weekly updates emails to parents and families. ● Schoolwide goals and teacher training sessions for the year are discussed during leadership team meetings held over the summer. Updates from these meetings are shared with teachers during the back-to-school all staff meetings held in August. Ongoing teacher training occurs during regional team meetings. Schoolwide training sessions occur in-person or virtually at several points during the school year. ● Virtual training sessions are recorded and posted to the Homeschool Teacher Handbook. This internal website serves as our staff handbook, as well as a training resource. Teachers have access to on-demand training sessions and how-to documents at all times. ● HSTs complete various surveys to provide feedback and pulse checks throughout the year. This gives teachers an opportunity to voice their thoughts and feedback on different subjects. | <ul style="list-style-type: none"> ● Weekly update/staff newsletters ● Google Tools ● Staff meeting agendas ● Employee Handbook ● Homeschool Teacher Handbook (internal online resource) ● Parent and Student LCAP Surveys and perception data |

A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.1. Prompt: *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

The Principal of YVCS reviews all teacher credentials before a formal offer of employment is made. This ensures all teachers meet the requirements of Education Code Section 47605(1) and applicable portions of the Elementary and Secondary Education Act. All teachers hold valid credentials, and the school regularly checks for credential expiration dates to ensure ongoing compliance.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● The school administration reviews teacher credentials, and all teachers teach in their credentialed fields. Many HSTs hold Multiple Subject credentials, but those who work with high school students are supported through close communication with Guidance Counselors, single-subject HQTs, and the local High School Success Coordinator. ● Teachers who facilitate online classes hold single-subject credentials in the subjects they teach. It is preferred that those delivering online instruction have at least one year of virtual teaching experience. ● Teachers who hold Education Specialist credentials provide SAI instruction for students with disabilities. ● Teachers who work with English Learners have CLAD certifications as part of their teaching credentials. ● Job postings are advertised through EdJoin.org. All prospective new hires must complete a LiveScan background check and TB testing. Teachers must submit a copy of their credential(s) and transcripts for review before being issued a contract. | <ul style="list-style-type: none"> ● Credentials and certifications ● Job descriptions ● Teacher recruitment and hiring process/procedures ● Teacher Certification Policy ● Compensation Policy ● Interview process ● DOJ/LiveScan background checks ● Staff meeting agendas ● New Teacher Training ● Annual Teacher Training Tracker document |

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| <ul style="list-style-type: none"> ● All teachers who are new to the school participate in an orientation session with the local New Teacher Trainer. This session provides training on school policies and procedures, as well as specifics related to supporting homeschooled students and their families, the various curriculum options, and high school information. ● The New Teacher Trainer provides ongoing training sessions throughout the school year. These generally focus on topics related to upcoming tasks. ● Teachers who are new to the profession are provided with resources to complete the California Teacher Induction Program and clear their credentials. | |
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Professional Development and Learning

A4.2. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.2. Prompt: *Determine the effectiveness of the professional development support, time and resources to the teacher and staff needs. Comment on the effectiveness of the process in place to assess the measurable effects of professional development on teacher practice and the impact it has on student performance.*

HSTs and other staff members at YVCS work remotely, and staff development activities relate to the teachers’ roles of working with independent study and homeschooled students. Various staff meetings are held virtually through Zoom to provide convenient access to all staff members. Updates are distributed through email, and teachers access training refreshers through the online Homeschool Teacher Handbook. The leadership team plans professional development activities based on careful reviews of student data to determine student and teacher needs.

The school needs to develop a method of measuring and monitoring the impact of professional learning activities on student achievement.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● Each HST is part of a small regional group that allows for collaboration and discussion with colleagues. Teachers meet monthly in their regional groups for training, updates, and discussions of best practices as they relate to supporting independent study and homeschooled students. ● All-staff meetings are held at the beginning of each school year and at regular intervals throughout the year. ● Information that needs to be shared with the entire Inspire Family of Schools is generally distributed via email from district administrators or through a Zoom meeting. ● YVCS belongs to the El Dorado County SELPA. Special education department members have the opportunity to participate in SELPA meetings and | <ul style="list-style-type: none"> ● New Teacher Training ● Staff meeting agendas ● Annual Teacher Training Tracker document ● Budget ● LCAP ● SPED trainings ● Regional group meetings ● Surveys ● Induction Program for new-to-the-profession teachers |

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| <p>trainings.</p> <ul style="list-style-type: none"> ● Professional Development for Special Education teachers begins with targeted onboarding that includes information about school retention policies, intervention and support programs that are available to students, observations of meetings, and the onboarding training tracker document which all teachers complete. Ongoing training for Special Education staff and Student Support Team members is made up of monthly meetings with topics such as legal requirements and considerations, meeting the needs of specific disabilities, and considerations for state testing. During the 2019-2020 school year, the SPED department is publishing videos and newsletters (“A Guide to Supporting Special Education Students”) throughout the year to support general education teachers in their work with students with disabilities. ● Teachers who are new to the school are paired with the regional New Teacher Trainer who provides orientation training, as well as ongoing support training sessions throughout the school year. ● Teachers complete staff feedback surveys following professional development activities to track the effectiveness of professional learning. | |
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A4.2. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Teachers who support online students receive program-specific professional development activities. These teachers work with the High School Directors and Director of Curriculum to learn the specifics of the online platforms. High school teachers who lead online classes also participate in training sessions that are provided by the course platforms. Staff members are also encouraged to attend professional learning activities that are offered through external sources to provide them with the tools needed to meet the needs of our student groups.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● High school teachers attended AP by the Sea training and also completed an Edgenuity training session on the platform’s AP course offerings. ● Edgenuity overview trainings are provided to those teachers who lead HQT-facilitated Edgenuity classes. These trainings cover topics such as Edgenuity progress reports, session logs, understanding grading in the program, and user groups. Edgenuity provides platform release trainings when updates are released. ● PLCs are available for those teachers who work in the Choice Plus Academy program. PLC groups are | <ul style="list-style-type: none"> ● Annual Teacher Training Tracker document ● Online Subscription Package ● Continuing Education units through Fresno Pacific University |

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| <p>organized by subject area, and groups meet to discuss instructional practices and curriculum and to plan lessons as a peer group.</p> <ul style="list-style-type: none"> ● On-demand training sessions are available to support teachers using the Odysseyware, K12, Lincoln Empowered, and/or StrongMind online curricula. ● The Online Subscription Package offers supplemental online support programs that are used independently by YVCS students. Families reach out to the company that offers each program when support or assistance is required. ● Professional development courses are available through Fresno Pacific University (FPU). Specifically, they offered a modalities course. This helped teachers learn to work with families who utilize various modalities. ● FPU has also offered courses utilizing several different books on leadership/team building/effective communication. The information from the books was excellent and useful in raising productivity and interaction with parents/students. (Books: <i>Great by Choice</i>, <i>Power of Moments</i>, and <i>The Ideal Team Player</i>.) ● Teachers attended the Charter School Development Center conference in December. The conference provides workshops for HSTs, administrators, and specific departments within an organization, i.e., finance. Several sessions focused on online learning tools. | |
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Measurable Effect of Professional Development on Student Learning

A4.3. Indicator: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.3. Prompt: *Evaluate the measurable effects of professional development/learning activities, including coaching and mentoring, on student learning.*

As with students, all teachers at YVCS are expected to continually improve and stay up-to-date on current teaching and learning topics. Teachers are offered many opportunities for training and professional learning throughout the school year and are also given the freedom to explore their own interests and professional development goals.

The school needs to develop a plan to deliberately monitor and measure the effect of teacher training and professional development activities on student learning.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● Professional learning activities offered at YVCS are tailored to our independent study student population. Teachers meet monthly in small regional teams to | <ul style="list-style-type: none"> ● Staff meeting agendas ● Regional group meetings |

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| <p>discuss assessment results, as well as best practices related to curriculum and instruction. Teachers then share tips and information with families to help guide student learning and achievement.</p> <ul style="list-style-type: none"> ● Based on data looked at in regional group meetings, teachers give low-performing students a mid-year Bader assessment to measure the effectiveness of interventions provided by the teacher. These interventions include Pathblazer, Reading Horizons, Math Antics, Math Fluency, Writing Tools, Lively Letters, and Typing Tutor. ● YVCS provides student intervention programs for Math and Language Arts through Pathblazer to students working below grade-level and monitors each student’s progress and usage of the program. ● After staff development and professional development activities, surveys are completed by staff to show the effectiveness of the activities and information shared. ● New teachers receive a large portion of professional development at summer boot camp. It is here that they are taught new strategies for meeting the needs of homeschooling families and assuring the integrity of the learning happening. Every new teacher is assigned a veteran mentor who acts as a resource and source of accountability throughout the year. This mentor may check the quality of work samples or assess the quality of monthly learning plans to assure the caliber of work being completed. Regional Coordinators also play a major role in this process as they check in with new teachers multiple times a week. They are constantly coaching new teachers in regard to the wealth of resources offered at YVCS. Due to the individualized nature of the school, ongoing support for new teachers is invaluable. ● Monthly Learning Plans (MLPs) are a new and productive method used to measure the effects of professional development. While MLPs serve as a way to record student progress in alignment with state standards, they also are a resource to show where interventions are needed. For example, at the back-to-school training days in August 2019, a large chunk of professional learning time was spent on educating teachers on the matrix of intervention and the self-made improvements to assure we are meeting the needs of all students. As a result, MLPs have become a resource for documenting and showing student | <ul style="list-style-type: none"> ● Student achievement data ● Departmental visits to present at regional meeting ● Weekly progress monitoring based upon program usage and student results through intervention department emails and teacher observer accounts ● Reports of student participation for STAR 360 and CAASPP ● MTSS Continuum of Supports ● Intervention website ● Reflection Surveys for Staff Development ● Monthly Learning Plans ● Parent testing resources |
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| <p>progress with interventions and growth with I Can Statements and high school content standards.</p> <ul style="list-style-type: none"> ● For CAASPP and STAR 360, teachers have discussions in regional groups about how to encourage students to test, what they can do to make the testing experience more comfortable for students, and what resources they can use to help students prepare for testing. Teachers also begin planning early to make sure that the actual testing dates run smoothly. ● YVCS offers resources for the families on both the CAASPP and STAR 360. These resources include documents telling why the assessments are important, instructional videos on accessing the assessment (STAR 360), and links to practice tests (CAASPP). | |
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Supervision and Evaluation

A4.4. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.4. Prompt: *How effective are the school’s supervision and evaluation procedures?*

Each Home School Teacher works in a small regional team that is led by a Regional Coordinator. The Regional Coordinator serves as a supervisor and support system for the teachers. Regional Coordinators evaluate teachers, monitor teacher completion of required schoolwide professional learning activities, review and approve submissions of student work samples, and complete annual teacher evaluations. Regional Coordinators are available for questions and support throughout the school year.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● The school has an effective two-part teacher evaluation process that is based on the tenets outlined in Patrick Lencioni’s book <i>The Ideal Team Player</i>. Each teacher begins the process by completing a self-evaluation. The teacher then meets with their Regional Coordinator to discuss strengths and areas for improvement. ● Following the evaluation process, each teacher develops a SMART goal, which is based on their conversation with their Regional Coordinator. Teachers are able to self-select an area of professional growth on which they would like to focus during the following school year. ● Each Regional Coordinator monitors a teacher task page to ensure tasks and procedures are being followed by Homeschool Teachers and are up-to-date. ● Teachers complete a variety of training sessions at the beginning of each school year. These include topics related to student and teacher safety, as well as items related to school processes and procedures. Completion | <ul style="list-style-type: none"> ● Staff evaluation paperwork ● SMART goals ● Annual Teacher Training Tracker document ● Blank Teacher Task Page ● Employee Handbook |

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| <p>of these training sessions is documented on the Training Tracker and is monitored by the Regional Coordinator.</p> | |
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A4.4. Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Teachers who facilitate online classes are supervised and supported by the High School Directors. These teachers complete a self-evaluation and an annual review of strengths and areas for professional growth with their supervisors. Teachers who work online participate in professional development activities that are specific to online instruction and the platforms through which they teach.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● All teachers complete an annual evaluation and review, which includes a self-evaluation and goal-setting for the following school year. ● All teachers complete the annual Teacher Training Tracker, in addition to program-specific professional development offered throughout the school year. ● In regards to quality student-teacher interaction, Highly Qualified Teachers assign office hours in their course syllabi for high school courses. HQTs are also to make themselves available for student support through the use of email, phone, and Zoom conferencing. In weekly updates sent to staff, there are often technology tips and videos for teachers to watch to improve their online skills. ● Teachers must have a single subject credential to be considered highly qualified. Office hours are offered by each teacher on a weekly basis. | <ul style="list-style-type: none"> ● Staff evaluation paperwork ● SMART goals ● Annual Teacher Training Tracker document |

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

Indicators with Prompts

Resource Allocation Decisions

A5.1. Indicator: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district’s LCAP and the school action plan, the school’s vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.1. Prompt: *Determine the extent to which leadership and staff are involved in the resource allocation decisions. Evaluate the extent to which the resources are allocated to meet the school’s vision, mission, the schoolwide learner outcomes, the major student learner needs, the student needs identified in the district LCAP and the school plan, the academic standards, and the college- and career-readiness standards.*

YVCS is its own LEA. The school creates its own annual LCAP and budget, which are advised by the Mission, Vision, SLOs, and reviews of schoolwide data. All resource allocations outlined in the LCAP and budget are aligned with student needs. The school leadership team makes resource allocations, and these are reviewed and approved by the Governing Board.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● The leadership team collaborates to revise the annual LCAP goals based on stakeholder perception data, the WASC self-study process, and student demographic and achievement data. The leadership team ensures alignment of the Schoolwide Action Plan with the LCAP report. ● The leadership team is committed to providing professional learning activities that align with student and teacher needs to improve student achievement. Reviews of data and feedback from stakeholders, including teachers, are used to develop professional development plans and activities. ● Teachers are encouraged to pursue professional learning activities outside of the school. These may include classes and workshops through Fresno Pacific University and other colleges or universities and conference attendance. ● As an independent study school, resources used for school Instructional Funds directly impact student achievement. These funds are used to purchase the student and parent’s choice of curricular materials, as well as supplemental materials, lessons, field trips, and | <ul style="list-style-type: none"> ● LCAP ● Schoolwide Action Plan ● Student achievement data ● Perception survey data ● Instructional Funds policy |

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| <p>classes. Teachers ensure alignment of each child’s personal learning plan with the standards and SLOs and help families select instructional materials and activities that meet each child’s strengths and needs.</p> | |
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Practices

A5.2. Indicator: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

YVCS effectively follows Generally Accepted Accounting Principles in developing the annual budget and participating in annual independent audits. Policies and procedures are in place to ensure the appropriate and legal use of educational funding.

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| <ul style="list-style-type: none"> ● The Fiscal Policies and Procedures Manual is a board-approved document that outlines internal financial controls, the roles of certain staff members in financial matters, legal compliance and record-keeping, signature authorities, purchasing policies and procedures, the use of school credit cards, financial management policies, accounting procedures, payroll procedures, and other topics related to appropriate financial management and accounting. ● The Principal works closely with Charter Impact, the business office (Inspire Charter Services), and the Governing Board to prepare and monitor the school's annual budget. ● Charter Impact presents financial reports at the monthly Governing Board meetings, and the Governing Board reviews and approves monthly financial statements, as well as the annual budget and LCAP reports. ● An annual audit is conducted, and members of the school leadership team and the Governing Board communicate with the auditor to ensure appropriate funding and services are in place for low-income students, foster youth, and English learners, as well as to ensure that funding is increased for these subgroups, pursuant to 5 CCR 15496(a)(7). ● Audit reports are submitted to Westside Elementary School District (the charter authorizer), the California Department of Education, the Fresno County Superintendent of Schools, and the State Controller’s Office each December, in compliance with Education | <ul style="list-style-type: none"> ● Fiscal Policies and Procedures Manual ● Instructional Funds policy ● Board meeting agendas and minutes ● Monthly financial reports (available in posted Board packets) ● Budget ● Annual independent audit |

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| Code 47605(m). | |
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Facilities Conducive to Learning

A5.3. Indicator: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

YVCS is an independent study charter school, and the school does not operate facilities for student instructional activities. Policies and procedures are in place to ensure student safety and supervision during school-sponsored events, such as testing, field trips, and park days.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● The Comprehensive School Safety Plan contains information on procedures to follow in the event of an emergency. The plan also includes suspension and expulsion policies and procedures, discrimination and sexual harassment policies, the anti-intimidation policy, and mental health guidelines. ● The school follows emergency protocols. At least ten teachers are CPR certified. ● The Senior High School Director is cognizant of the criteria and safety requirements for A-G science wet labs. Materials kits are inspected to ensure compliance. ● The school offers mobile Lending Libraries that are available to reach all families, regardless of their geographic/home location. Families reserve/request library materials through the Enrichment Ordering System, and Lending Library vans and school library staff members travel to specified meeting places around the county. ● Staff members provide adequate supervision during field trips, Community Connections events, testing administration sessions, and other school events. Multiple YVCS staff members are present for all school-sponsored events, and parents help with supervision during field trips and Community Connections activities. | <ul style="list-style-type: none"> ● Comprehensive School Safety Plan ● Science lab materials/supply lists ● Mobile Lending Library (accessible through the Enrichment Ordering System) |

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials, resources and technology.*

All students have access to a school Instructional Funds account to acquire curricular materials,

supplemental programs and workbooks, and instructional technology items. School funds may be used to cover enrichment activities, such as field trips and vendor-led classes, lessons, and tutoring services. A mobile Lending Library service provides additional access to school-owned materials.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● The school’s Information Technology Department Policies and Procedures manual outlines the acceptable use of student and staff technology items, as well as information related to the purchase of such materials. ● The Instructional Funds Policy provides information about the acceptable uses of school Instructional Funds. ● Instructional Funds provide equity of access to all students for the acquisition of instructional materials, including technology, and supplemental programs and activities. Instructional funds are used to purchase core curriculum, supplemental materials and manipulatives, educational online programs, vendor-led classes, field trips, and tutoring services through approved school vendors. All instructional funds purchases are reviewed and approved by the Homeschool Teacher. ● Teachers ensure that all materials selected by families lead to student mastery of the content standards, SLOs, and College and Career Readiness standards. ● The Lending Library is a mobile library that travels around the county to serve all YVCS students. Parents look at materials online and reserve items (through the Enrichment Ordering System) for pick-up from the mobile library. Lending Librarians help guide families with picking out curriculum or materials that will fit their needs. Families can order materials from any of the Inspire Lending Libraries in California and have the materials delivered to the Fresno area. The Lending Library is helpful for those families who have used up their funds but still need materials. | <ul style="list-style-type: none"> ● Information Technology Department Policies and Procedures manual ● Instructional Funds Policy ● Enrichment Ordering System ● Tech Center (Student instructional technology orders) ● Parent-Student Handbook ● Vendor list ● Mobile Lending Library |

Resources for Personnel

A5.5. Indicator: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5.5. Prompt: *Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified personnel for all programs.*

YVCS allocates adequate resources to ensure the hiring and ongoing support of a well-qualified staff. Teachers participate in professional learning activities throughout the school year, and professional development meets the specific needs of YVCS teachers and students.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● In order to provide a high-quality educational program for each student, the school allocates human and fiscal resources to develop and maintain a caring and professional staff team who have the knowledge and support required to assist each student in meeting their academic goals. ● Teachers and other staff members at YVCS work in a supportive and respectful environment that provides adequate training and orientation programs, ongoing and relevant professional learning activities, and competitive salaries and benefits packages. ● Teachers who are new to the school are assigned to work with the New Teacher Trainer, who orients them to school-specific operations and best practices. ● Regular and ongoing professional development occurs at monthly regional staff meetings and designated all-staff PD days. ● Teachers have on-demand access to the Homeschool Teacher Handbook (online resource), which houses all forms, policies, and training materials. ● Teachers meet in regional groups with their Regional Coordinator monthly. These groups work together to share best practices, explore up-to-date educational research, pedagogy, and curriculum, and to support each other in the support of students and their families. ● Professional development, including new teacher training sessions and access to the California Teacher Induction Program, is provided throughout the school year. Teachers also have the option of attending conferences and taking college/university courses to further their education and stay up-to-date on the latest educational research and trends. | <ul style="list-style-type: none"> ● Salary schedule ● Benefits package ● Staff meeting agendas ● Hiring policies and procedures <ul style="list-style-type: none"> ○ Teacher Certification Policy ○ Compensation Policy ● New Teacher Training ● Regional Coordinators & regional teams (support for new and experienced teaching staff) |

Long-Range Planning

A5.6. Indicator: The district and school’s processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the availability and coordination of appropriate funds to support students’ achievement of the schoolwide learner outcomes, major student learner needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

The school’s leadership team and the Governing Board effectively monitor the annual LCAP in relation to student achievement data. The school allocates adequate resources to ensure all students have equitable access to educational materials and support systems, including assistance from a credentialed teacher, core curricular programs and supplemental materials, instructional technology, and enriching classes and field trips. Teachers and leadership staff members regularly review the

student achievement data and use the data to develop schoolwide goals and long-range plans to ensure all students have access to a high-quality academic program to meet their post-graduation goals.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● The school's LCAP plan and WASC action plan facilitate short-, mid-range, and long-term planning. School leadership and staff approach annual planning to inform multi-year planning. ● Schoolwide achievement data (CAASPP, STAR 360, ELPAC) and the resulting identified student needs drive the creation of the action plan, LCAP, and resource allocations. ● Students receive the necessary tools and resources to successfully master the content standards and meet their academic goals. ● Teachers review the results of the STAR 360 and CAASPP tests, as well as other assessments with students and parents regularly. These are used to plan individual student goals, and to improve each child's instructional program to align with their needs. | <ul style="list-style-type: none"> ● LCAP ● Budget ● Governing Board meeting agendas and minutes |

A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators with Prompts

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement

A6.1. Indicator: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school’s vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school’s vision, mission, and schoolwide learner outcomes.

A6.1. Prompt: *Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs (and other resources) and makes decisions about resource allocations.*

The school’s leadership team and Governing Board regularly reviews the long-range action plan and schoolwide areas for improvement in order to make adequate resource allocations to support the needs of students and teachers and to drive ongoing school improvement. Resource allocations align with the Mission, Vision, and Schoolwide Learner Outcomes.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● The YVCS leadership team works closely with the Governing Board to ensure alignment of resource allocations with the school’s defining statements, as well as the Schoolwide Action Plan and LCAP goals. These documents support and inform each other. ● The LCAP, budget, and action plan are reviewed and revised on an annual basis to provide for the evolving needs of the school and its students. ● The Director of English Language Development works with the school leadership team to ensure resource allocations are adequate to meet the needs of English Learners. These staff members collaborate to provide tools to improve English fluency. ● The Director of Special Education collaborates with the YVCS leadership team and the El Dorado County Charter SELPA to allocate resources to support students with disabilities. This includes assessments, support materials, staff resources, and special education contracts. ● Each student has access to Instructional Funds to provide the necessary tools and resources to support the academic needs and goals of the students. | <ul style="list-style-type: none"> ● LCAP ● Schoolwide Action Plan ● WASC process ● Budget ● Board meeting agendas and minutes ● Perception survey data ● Fiscal Policies and Procedures manual ● Instructional Funds Policy ● Vendor list ● Enrichment Ordering System ● Special Education support ● MTSS Continuum of Support ● Designated ELD classes |

Regular Accounting and External Audit Procedures

A6.2. Indicator: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.2. Prompt: *Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools.*

YVCS follows generally accepted and transparent accounting procedures and principles to ensure compliance with state laws and the CA Education Code. The school participates in an annual financial audit that is completed by a third-party accounting firm.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● A third-party accounting firm conducts an annual financial and accountability audit of YVCS’s records to ensure compliance with all requirements related to public charter schools. ● Charter Impact serves as the school’s back-office accounting and financial support firm. Inspire Charter Services (the Inspire business office) employs a Chief Financial Officer. Representatives from Charter Impact work with the CFO to develop monthly financial reports that are presented to the Governing Board and are included in the board packets. The Governing Board reviews and approves school financial statements to ensure the school fulfills fiscal expectations. ● Members of the leadership team and the Governing Board review the LCAP and work with the CFO and auditor to ensure adequate services and resources are provided to support the needs of all student subgroups, including low-income students and English learners. | <ul style="list-style-type: none"> ● Annual audit ● Fiscal Policies and Procedures Manual ● Board meeting agendas and minutes ● LCAP |

Processes for Implementation of Financial Practices

A6.3. Indicator: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.3. Prompt: *Evaluate the effectiveness of the school’s processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*

Effective policies and procedures to protect the school’s financial accounts are in place. The Fiscal Policies and Procedures Manual outlines these policies.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● The Principal of YVCS and the Board Treasurer are authorized to sign contracts and checks. The Governing Board may approve other employees or Board members to sign contracts and checks. Single checks of more than \$100,000 require two signatures. ● The Principal of YVCS and the Principal’s designee at Inspire Charter Services monitor payroll information. Representatives from Inspire Charter Services review | <ul style="list-style-type: none"> ● Fiscal Policies and Procedures Manual ● Board meeting agendas and minutes |

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| <p>and approve the Payroll Register. An online payroll system is used to calculate deductions and withholdings for employee paychecks.</p> <ul style="list-style-type: none"> • The CFO completes bank reconciliations, including reviews of deposits and withdrawals. The Principal ensures all procedures have been followed, and all expenses and withdrawals are correct. • YVCS issues school credit and debit cards to school employees who regularly travel on school business, and those who have legitimate needs to purchase goods and services for the school. The Fiscal Policies and Procedures Manual outlines the acceptable use of school debit and credit cards. A list of those employees to whom school credit or debit cards have been issued is kept by the Principal and CFO and is reported to the Governing Board. The Principal approves all purchases made with school credit cards, and purchases over \$50,000 require additional approval from the Governing Board. • The school’s financial records and accounts are kept in conformity with generally accepted accounting practices. Electronic copies of these records are backed-up regularly to ensure the recoverability of these school data. • The Governing Board, Inspire Charter Services, Charter Impact, and the school's Principal work closely to create systems and procedures to ensure fiscal accountability. | |
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Budgeting Process — Transparency

A6.4. Indicator: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.4. Prompt: *Evaluate the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.*

The school has effective procedures in place to develop the annual budget report and to monitor monthly financial records. Staff members are invited to an annual financial forum, and all stakeholders are invited to participate in LCAP-related surveys and forums to provide input on school needs and resource allocations.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> • The YVCS Governing Board reviews and approves the school’s financial records during monthly board meetings. • Governing Board information is transparent and is accessible through the school’s website. The Board packets include financial statements. | <ul style="list-style-type: none"> • Budget • Board meeting agendas and minutes • LCAP • LCAP Surveys • Annual Financial |

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| <ul style="list-style-type: none"> ● The Governing Board reviews and approves the LCAP and budget reports each year. ● The LCAP is available to stakeholders through the school website. The LCAP includes an easy-to-read budget overview to inform stakeholders of the school’s financial status. ● The leadership team holds an annual financial forum to inform the staff of the school’s financial operations. ● All school stakeholders are encouraged to participate in annual LCAP surveys and community forums to provide input and feedback on school operations and resource allocations. | <p>Forum</p> |
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Adequate Compensation, Staffing, Reserves

A6.5. Indicator: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves.

A6.5. Prompt: *To what extent does the school’s governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves?*

The faculty and staff of YVCS receive competitive salaries and benefits packages, in comparison to similar charter schools. There are opportunities for teachers to advance in their careers through continued education and teacher-leader positions within the school. YVCS ensures adequate staffing to meet the needs of all students. The Principal of YVCS works with the Governing Board, the CFO of Inspire Charter Schools, and representatives from Charter Impact to monitor the school’s finances to ensure reserves are in place for continued fiscal solvency.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● Salaries for staff and faculty members are competitive and are commensurate with each staff member’s experience and education. The school offers a generous benefits package, including STRS for those in teaching positions and a 403(b) retirement plan. ● Teachers are encouraged to seek outside professional learning activities to earn additional credentials, degrees, and/or certificates. ● There are many opportunities for career advancement within the school. Teachers have opportunities to take on leadership roles that align with their experience and interests. These positions may include Testing Coordinators, Regional Coordinators, and High School Success Coordinators. ● The school’s leadership team and Governing Board work with the business office and Charter Impact to monitor the school’s financial statements and to ensure reserves are in place for continued financial stability and student support. | <ul style="list-style-type: none"> ● Compensation Policy ● Salary schedule ● Employee benefits ● Employee Handbook |

Marketing Strategies

A6.6. Indicator: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.6. Prompt: Evaluate the effectiveness of the school’s marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

Yosemite Valley Charter uses a variety of marketing strategies that have led to continued growth in student enrollment over the last few years.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● YVCS held multiple summer marketing events in the local area. These included the following: <ul style="list-style-type: none"> ○ Clovis Farmer’s Market in Clovis, C, multiple times during the summer of 2019 ○ Vintage Days at Fresno State on April 17th-19th, 2019. ○ Back to School Event for Parents and Students on September 12th, 2019. ○ Clovis Night Out on September 28th, 2019. ○ High School Info Sessions for the Public on multiple days in differing locations within the school’s geographic region. ● The school hosted the Fresno Homeschool Convention in our area from July 11th -13th, 2019. ● At marketing events, teachers and Family Liaisons hand out informational flyers to the public. ● Give each student and a parent a yearly planner ● The school has a Facebook page that is specific to YVCS events and information. ● Family Liaisons plan gatherings for families to connect, answer questions to prospective families, and monitor the school’s Facebook site. | <ul style="list-style-type: none"> ● Marketing flyers ● Marketing event attendance ● School website ● YVCS Facebook page |

Informing the Public and Appropriate Authorities

A6.7. Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6.7. Prompt: Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.

The Fiscal Policies and Procedures Manual details the requirements for financial reporting on monthly, annual, and periodic bases. Financial reporting is transparent, and the school works with the business office and Charter Impact to ensure all financial records and reports are accurate and submitted as mandated by the requesting authorities. The LCAP and SARC are available through the school website. Board packets, which are posted to the website, include financial reports.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● The public is informed of the school’s financial status and any financial needs through financial statements | <ul style="list-style-type: none"> ● Fiscal Policies and Procedures Manual |

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| <p>reported to the Governing Board during monthly Board meetings. All Board meetings are public, and school stakeholders are invited to attend. Board meeting agendas, packets, and minutes are posted to the school website to keep stakeholders informed.</p> <ul style="list-style-type: none">● Financial reports made to the Governing Board include information about compliance reporting. This includes the nature of each report, the due date, and whether or not board approval is needed.● YVCS adheres to all of the timelines for submission of materials to the school's charter authorizer (Westside Elementary School District), the Fresno County Superintendent of Schools, CDE, and all other state and federal entities in regards to informing the public and government authorities about the school's financial needs. | <ul style="list-style-type: none">● Budget● Board meeting agendas and minutes● LCAP● Perception survey data● LCAP forums |
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ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified major student learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

Yosemite Valley Charter School (YVCS) is dedicated to ensuring the school meets the academic, social, and emotional needs of our students. Students graduate as self-directed, independent critical thinkers who are responsible citizens who are ready for college, career, and life.

As a charter school, YVCS acts as our own LEA by creating a vision and mission that strives to ensure academic success for all students. By partnering with a governing board, setting a budget, and striving to uphold the district's LCAP, YVCS believes all students can achieve a high level of success. Yosemite Valley's goal to partner with stakeholders to further propel the mission, vision, and success of its students helps YVCS successfully reach the schoolwide learner outcomes. Teachers work one-on-one with families to develop personalized learning plans that seek to strengthen student learning while developing necessary lifelong skills to prepare students for their future. By revising and revisiting goals while ensuring LCAP, budget, vision, mission, and SLOS are inline; teachers can help allocate resources to achieve the most optimal learning plan for each student. Resources are evaluated on an ongoing basis to ensure the most effective and necessary resources are available to families in order to ensure our SLOs are successfully being met.

As educators, YVCS is continually working to improve and strengthen its teachers by regularly offering professional development for its teachers and staff. The leadership regularly evaluates areas of need among its teachers and works to establish professional development opportunities to meet those needs. Through the attendance of statewide conferences, guest speakers, curriculum trainings, university class offerings, and PLCs, teachers receive a variety of tools available to them to grow in their craft of teaching while impacting and improving student learning among students.

Written policies are established and published in the Employee Handbook and the Student-Teacher Handbook. Policies are shared with staff, parents, and students during in-person meetings, emails, and orientations. By developing a personal and trusting relationship among teachers and parents, a successful partnership is formed between YVCS and its community. Through accessibility, approachability, and open and transparent communication, the community feels valued, respected, appreciated, and cared for.

Prioritize the strengths and areas for growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

1. Parent and teacher communication at monthly meetings and throughout the learning

periods allows for meaningful interactions on student growth, need for interventions, resources available, curriculum options, and community connecting events. The staff projects a positive attitude and is willing to go above and beyond for the success of students and families.

2. Many resources provided to support our families such as the High School Success Coordinator, High School Counselor, HQTs, CC, Family liaison
3. State standards for each grade level presented in a family friendly manner (ICAN statements) that allows parents and students to understand learning goals and objectives.
4. Curriculum choice options that allow for customized educational plans to meet individual student needs
5. Accountability in vertical alignment for staff- HST reports to RC, RC to Steph/Dr. Laurie, and so forth. Peer review partners and RC teams create organic PLCs that allow for fluid conversation and constant improvement.
6. Central California Parent Website: provides valuable links to families that allow them to access standards, curriculum, calendars, newsletters, and more.
7. Readily available teacher support and ongoing professional development through our regional coordinator teams and supervising teacher (Regional Coordinator)
8. Effective marketing events that have prompted great school wide growth
9. Positive and professional work environment that focuses on competitive salaries, benefits, and professional development.
10. Mobile Lending Libraries allow families throughout the entire region and in more remote areas the ability to access learning and educational resources and materials.
11. Growing number of parent resources and student interventions available that helps to empower and support parents through the journey of homeschooling.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

1. Governing board - letting families know who they are and what they do
2. Vision and Purpose - expectations for high achievement and academic standards while still balancing parent choice
3. Better, more effective collaboration and partnership between HSTs and SPED case managers so as to best serve the student holistically.
4. Curriculum training for teachers, especially in TK-8, so that they are better able to meet the student's individual learning needs by knowing appropriate curriculum to recommend.
5. Better use of LCAP survey results to understand the climate of our school in order to effectively target, reach, and partner with families and students.
6. Need to offer parent training on the launch of specific resources to support student achievement. Academic intervention site has great resources; however, there is no means of assessing parent usage and knowledge of how to use the resources. Training would increase awareness, knowledge, and assess the effectiveness of the tools.

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.1. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to implement the curriculum and instructional program for students.*

YVCS students follow a rigorous, standards-based curriculum, and teachers are committed to preparing each student for college and career. We strive to ensure that professional development opportunities are aligned with current educational research.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● YVCS believes in a personalized approach to education, and curriculum and coursework are customized to best suit the needs of individual students. Teachers ensure each student is progressing towards mastery of the standards during monthly Learning Period meetings where the body of work is reviewed, progress is discussed, and goals are set. ● Students can work online using programs such as Accellus, StrongMind, Edgenuity, and Williamsburg; Students can work offline using textbooks such as McGraw Hill, Spectrum, and Evan-Moor. ● Students can take music classes (piano, violin, cello, voice) with school-approved vendors to receive high school credit elective. Depending on the vendor and course, these classes meet VAPA or Elective requirements. ● Vendors such as InnovEd offer STEM project-based learning. These classes are usually once-a-week for two-to-three months at a time. ● Field trips offer learning experiences that enhance the overall academic program. Field trips include plays, musicals, and zoo talks. | <ul style="list-style-type: none"> ● Curriculum options (TK-8; high school) ● STAR 360 data ● Online Subscription Package ● English in a Flash ● ELD classes and other supports for EL students ● Hosted a virtual meeting informing parents of the accommodations for students with special needs and the options they have in order to make them successful ● Videos and one on one instruction is available to parents and HSTs for the different tiers for intervention. Once the students' needs are determined they can |

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| <ul style="list-style-type: none"> ● Last year some students were studying ancient civilizations, so the HST planned a field trip to see the Science Museum in LA where students visited the King Tut exhibit. They also went to see the Japanese American Museum since they were also learning about ancient Japan. ● Students can use a variety of curriculum aligned with the standards. They can choose online classes, online curriculum, and textbook-based curriculum. Students report success with programs such as Outschool, MobyMax, and Aleks. For younger students, Learning Without Tears, Timberdoodle, Reading Eggs, and BookShark have provided successful learning in reading, writing, and math. ● Many students like hands-on experiences when learning. KiwiCrate is a monthly subscription box that provides opportunities in science. The activities relate to standards, depending on the grade level of the student. ● The I Can Statements were written to provide a parent- and student-friendly version of the Common Core State Standards, Next Generation Science Standards, and CA Content Standards. The I Can Statements are used to monitor student progress towards the standards and Schoolwide Learning Objectives. ● Members of the leadership team attend independent study conferences, where they learn about best practices and the most up-to-date topics in education. Information is then shared out with teachers during monthly or quarterly ● Teachers receive training in curriculum and best practices for independent study throughout the school year. New teachers participate in a two-day bootcamp training session before school starts. Once school is in session, there are training sessions offered one-to-two times per month, as needed. ● Teachers were given the documents to look over for the CA Healthy Youth Act and a link to the school’s adopted curriculum: https://3rs.org/3rs-curriculum/about-3rs/how-to-use/ <ul style="list-style-type: none"> ○ These lessons are available in English and Spanish. ○ There was a zoom meeting available to explain | <p>qualify for online or in person virtual meetings.</p> <ul style="list-style-type: none"> ● If the student scores below grade level, they are eligible to receive online intervention with parental approval. The HST will monitor student frequency and progress. ● EL Master Plan ● I Can Statements ● Monthly Learning Plan templates ● High school course catalog ● Pathblazer math and reading support ● Reading Horizons ● Learning Ally ● Staff meeting agendas ● New Teacher Training sessions ● Homeschool Teacher Handbook (online resource) ● Choice Plus Bridge Curriculum |
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| <p>the chosen curriculum to meet CA Healthy Youth Act requirements.</p> <ul style="list-style-type: none"> ● Teachers have been trained in how to use the I Can statements with our families. I Can Statements are the state standards set up for each grade level to help families meet grade-level standards. They are accessible to all students to help keep them on track, use as a grade level guide, and make sure the standards are successfully being met. HSTs use the I Can Statements when they meet with each family individually to discuss what standards have been met and what standards need to be focused on during the next Learning Period. ● Teachers were provided with a training video and Powerpoint presentation that explained how to incorporate the I Can Statements to best support students and parents. These statements enable teachers to determine specific goals and strategies to increase and enhance students' learning. <ul style="list-style-type: none"> ○ I Can Statements video ○ I Can Statements PowerPoint ● Teachers have been trained to create Individualized Graduation Plans (IGPs) for each high school student. IGP's are set up according to the student's goals to ensure high school students are on track to graduate and attend college. Once the IGP has been put into place, the curriculum materials are selected based on the classes the student needs or will be taking. ● The HST Handbook (internal website) offers staff training, resources, and support at their fingertips. ● The Choice Plus Bridge program will be available to middle school students as of the beginning of the 2019-2020 school year. This is a blended learning platform that incorporates live and interactive online classes and discussions with offline activities and projects. The program covers the four core subjects and is aligned to the standards. The program includes hands-on science experiments, writing assignments, and projects that span the curriculum. ● Teachers are able to modify the STAR 360 to start at a lower level to match the student level. HSTs can reduce the number of problems on an assignment to support individual student needs. | |
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| <ul style="list-style-type: none"> ● Students are able to complete the STAR 360 in paper form. This alleviates the stress for students who are not familiar with manipulating the computer. This version also has fewer questions to provide a less intimidating test and allows students who have a short attention span to be able to demonstrate what standards they have mastered. ● YVCS offers trainings for teachers to learn how to proctor the CAA for students who are unable to complete the CAASPP. | |
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Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)*

All core subject high school courses are A-G-approved, and all students work towards mastery of the grade-level standards. Students have the option to complete AP courses or to concurrently enroll in community college courses. CTE courses and pathways are available through online course providers.

A-G Graduation Requirements

- A. History/Social Science - 2 years (1 year of World History and 1 year of US History, or ½ year of US History and ½ year of Government)
- B. English - 4 years
- C. Mathematics - 3 years (Algebra 1 or higher)
- D. Laboratory Science - 2 years (At least two of the three disciplines of Biology, Chemistry, and Physics)
- E. Language Other Than English - 2 years (Must be 2 years of the same language)
- F. Visual and Performing Arts - 1 year
- G. College Preparatory Electives - 1 year

Subject-Area Graduation Requirements

- Social Studies - 6 semester courses (Must include 1 year of US History, 1 year of World History, 1 semester of Government, and 1 semester of Economics), 30 credits
- English - 6 semester courses, 30 credits
- Mathematics - 4 semester courses (Algebra 1 must be included), 20 credits
- Science - 4 semester courses (Must include 1 year of Physical Science and 1 year of Life Science), 20 credits
- Visual and Performing Arts/World Languages - 2 semester courses, 10 credits
- Electives - 18 semester courses, 90 credits
- Total = 200 credits

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● Teachers ensure each student's chosen curriculum and learning path align with the Common Core State Standards (including the College and Career Anchor Standards), Next Generation Science Standards, and CA Content Standards. ● Teachers meet with each student and their parent at least once every 20 school days. During these Learning Period meetings, the HST reviews the student’s body of work and checks for mastery of topics and standards covered during the month. Teachers align the student’s work with the TK-8 I Can Statements or the high school course outlines. Teachers record the mastered standards and plan assignments for the next Learning Period. Teachers, parents, and students collaborate on goal-setting to ensure ongoing student achievement. ● All core subject high school courses are A-G-approved, along with a range of A-G elective courses. Students may complete A-G courses through school-adopted curricular programs, such as Edgenuity, StrongMind, Odysseyware, and McGraw Hill, or the Choice Plus Academy program (live online courses taught by Inspire teachers). Students may also complete parent-designed courses (Choice Plus program). These courses use the parent and student’s choice of curricular materials and follow the A-G-approved course outlines. Teachers review student work in comparison with the course outline to ensure all A-G assignments and requirements are completed. ● Students complete all required science labs for A-G science courses. These labs are completed asynchronously as the student completes the corresponding course content. All required labs are included in the course outlines, and certain labs have materials kits that are distributed to the school (other labs use easy-to-find materials). ● The school offers a variety of vocational and career preparatory electives that allow students to develop special interests and learn skills that relate to future career options. These electives are listed on the Elective List document and include Animal Care, Child Development, Culinary Arts, Sports Management, and Woodshop. Students also have the option to complete a Career Exploration course or to take Work Experience if they have a job. ● CTE courses and pathways are available through | <ul style="list-style-type: none"> ● Learning Period meetings ● I Can Statements ● High school course outlines ● Monthly Learning Plan templates ● High school course catalog ● Approved A-G course list ● A-G science lab materials kits ● Adopted curriculum options (high school) ● AP Course List and Edgenuity AP courses flyer ● Elective list ● Individualized Graduation Plan template ● 9th-Grade Math Placement Policy ● NCAA Guide for the College-Bound Athlete ● Middle School Units Policy |

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| <p>eDynamic Learning and Brighton College. eDynamic Learning offers courses in Health and Science, Information Technology, and Business Management and Administration, as well as a wide range of online elective courses. Brighton College offers CTE courses in various pathways, including business, coding, and automotive technology.</p> <ul style="list-style-type: none"> ● Each high school student develops an Individualized Graduation Plan (IGP), which is revised and updated each semester. The IGP outlines all courses that will be completed during the four years of high school. Teachers, Guidance Counselors, and High School Success Coordinators review each student’s document each semester to ensure the child is on-track to meet their post-graduation goals. ● Guidance Counselors meet with 8th-grade students to begin planning their IGP for high school completion and college/career prep. ● AP courses are offered through third-party providers, such as Edgenuity, UC Scout, Art of Problem Solving, and BYU Online. ● YVCS is approved to offer the required courses for admission as an NCAA college athlete. Students wishing to earn NCAA-eligibility for college admissions will complete their required coursework through the Edgenuity learning platform. YVCS will help the student ensure all NCAA admission requirements, as far as coursework, are met. ● Middle school students may take A-G mathematics or world language for high school elective credit. This exposes them to the rigor of high school courses and prepares them to take higher-level math and foreign language courses later in high school. | |
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B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards.*

All core subject high school courses are A-G-approved by UCOP. High school students may choose to complete the A-G requirements through Inspire-adopted curriculum programs, or they may complete parent-designed courses using flexible online program choices. In either case, YVCS teachers review each student’s body of work to ensure alignment with the content standards and A-G requirements.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● A-G courses are offered to all students in a variety of choices. Students can use online curriculum (for example Edgenuity or Strongmind); they can choose to | <ul style="list-style-type: none"> ● UCOP A-G course list ● High school course catalog |

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| <p>use our McGraw Hill textbook program; Choice Plus Academy (Hybrid Program); or Choice Plus using the state standards.</p> <ul style="list-style-type: none"> • Teachers review each student's entire body of work during Learning Period meetings. The teachers match the students' work to the state standards, high school course outlines, or TK-8 I Can Statements to ensure students are progressing towards mastery in all content areas. Teachers also evaluate student learning towards credit achievement through the regular collection of attendance, student samples, tests, projects, and homework assignments. The I Can Statements, content standards, and/or course outlines are used during these meetings to set goals and write a learning plan for the following month. • The Choice Plus Bridge hybrid online-offline program is a rigorous middle school program that is aligned to the content standards. • Students in grades 6-8 may take A-G mathematics or world language courses for high school elective credit. • Supplemental online programs, including support for EL students and MTSS support, are available through YVCS. These programs include English in a Flash, Reading Eggs, MathSeeds, Pathblazer, Reading Horizons, and ELD classes offered through Zoom. | <ul style="list-style-type: none"> • Curriculum options (TK-8; high school) • High school course outlines • Monthly Learning Plan templates • I Can Statements • MTSS Continuum of Supports • English in a Flash and other supports for English Learners • Online Subscription Package |
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Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.*

All students work towards mastery of the grade-level standards, and all teachers review student work to ensure instructional activities and projects align with the content standards, SLOs, and/or A-G requirements. The Schoolwide Learner Outcomes are embedded in all aspects of instruction at YVCS, so students are working on these schoolwide goals as they complete instructional tasks.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> • The Schoolwide Learner Outcomes offer a wide variety of online curriculum and supplementation. <ul style="list-style-type: none"> ○ Teach students to set weekly, monthly plans for success. ○ High school students complete Individualized Graduation Plans (IGPs) to help them set goals and self-monitor their progress. ○ The curriculum is personalized to meet students' needs. | <ul style="list-style-type: none"> • Schoolwide Learner Outcomes • Personalized Learning Plans • Learning Period meetings • I Can Statements • Course outlines • Progress monitoring |

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| <ul style="list-style-type: none"> ○ HSTs encourage students to take ownership of their learning. High school students become independent learners. ○ Online courses provide accountability to self. ○ Students participate in a range of school-sponsored activities, such as field trips, the Entrepreneur Fair, and Inspire’s Got Talent. ○ Service-learning opportunities engage students in their community and encourage them to become responsible citizens. ○ Students have opportunities to collaborate with peers through Community Connections events and online coursework. ● The instructional program at YVCS offers a personalized learning approach. Students and their parents work with the HST to select curricular materials and instructional methods to meet each child’s learning styles, needs, and goals. “Personalized Learning Plan”. The HST conducts ongoing progress monitoring to ensure all students are making progress towards mastery of the standards. This is done through various formal assessment tools, as well as the I Can Statements, course outlines, teacher access to online courses, and student work samples. ● Course offerings at all levels provide opportunities for students to participate in real-world learning experiences to support the standards and SLOs. These include project-based learning and research, hands-on activities, field trips, and the appropriate use of technology and online resources. ● Students complete inquiry-based lab activities for A-G science courses. ● English courses provide opportunities for students to develop critical thinking skills through reading assignments, literary analysis, and research. ● Math courses engage students in rich performance tasks. ● Social studies courses incorporate research, the use of primary sources such as maps and charts, and projects and simulations. ● Teachers review each student's entire body of work during Learning Period meetings. The teachers match the students' work to the state standards, high school course outlines, and/or TK-8 I Can Statements to ensure students are progressing towards mastery in all | <ul style="list-style-type: none"> ● Student work samples |
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| <p>content areas.</p> <ul style="list-style-type: none"> ● These Learning Period meetings provide teachers with an opportunity to review the student’s progress towards the academic standards through a review of the body of work. This ensures that adequate progress is being made. Teachers use this assessment to discuss curriculum options and to make adjustments to the student’s program, such as an addition of an intervention program. Teachers review the student’s IGP regularly (at least once each semester) to ensure the student is on pace to meet their post-graduation goals. The Learning Period meetings also build relationships with students and their parents to provide consistency. ● There was a Homeschool Convention in July 2019 for parents and teachers to learn about all the curriculum options. ● There was a Professional Development opportunity offered to our teachers to attend a Charter School conference. Teachers were exposed to information specific to charter schools and sessions that offer ideas, resources, and practices that help to support the incorporation of state academic standards & college & career readiness. ● HSTs can complete professional learning courses through Fresno Pacific University to further their education. FPU offers some Inspire-specific courses, such as a reflection on the book <i>The Ideal Team Player</i>. | |
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Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and career technical programs.*

Teachers and support staff members collaborate to ensure all students have access to an academic program that prepares them for their post-graduation plans, whether that involves college or university admission, joining the military, enrolling in a vocational or technical school, or entering the workforce. All students work towards mastery of the Common Core State Standards, the California Content Standards, and the Next Generation Science Standards. The College and Career Readiness Standards and 21st-Century Skills are embedded in all courses through the content standards. Students have options to enroll in A-G courses, AP classes, vocational and career-focused electives, and CTE courses through school vendors. Students may also concurrently enroll at local community colleges.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● Students have access to the Naviance program, which | <ul style="list-style-type: none"> ● Naviance Flyer and |

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| <p>allows them to explore career paths and to take career interest surveys.</p> <ul style="list-style-type: none"> ● Students have access to guidance counselors who support them with planning for high school, college, and career and the transitions from middle school to high school and from high school to college or the workforce. ● Students may also complete vocational/career prep electives, ranging from equestrian studies to make-up artistry. These courses allow students to explore vocational options and prepare for future careers in various industries. ● Online courses through Brighton College and eDynamic Learning offer CTE courses to help students explore career options and prepare for their future plans. ● Students write about real-world experiences and complete project-based learning activities. ● Students have access to relevant and current technology through the Tech Center. Instructional Funds may be used to obtain school-owned instructional technology to increase students' digital literacy and help prepare them for 21st-century careers. ● Cross-curricular learning choices with real-world applications are available to our students. Examples include courses offered by Brighton College, eDynamic Learning career clusters, and Arizona State University college credit courses. ● Students participate in study skills and life skills activities, such as job interview skills and resume writing. ● Students may participate in Regional and Statewide Academic Decathlon activities. Academic Decathlon is available as an A-G course. ● Students have the option to participate in an annual Entrepreneur Fair. ● YVCS staff members offer field trips and tours to colleges, job sites, and other technological career sites, enabling students to explore their interests and possible career fields. | <p>Slideshow for students and parents</p> <ul style="list-style-type: none"> ● Guidance Counselors ● Electives list ● Brighton College and eDynamic Learning (CTE courses) ● Student work samples ● Tech Center ● Academic Decathlon ● Field trips and events |
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Community Resources and Articulation and Follow-up Studies

B1.5. Indicator: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Evaluate to what extent the school solicits and employs business and community resources and partnerships to support and extend learning. Determine the extent to which the school articulates*

curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

YVCS effectively uses community resources to support student learning. A wide variety of school-approved vendors are available to support students with in-person lessons and classes, as well as tutoring services. Teachers partner with community businesses and organizations to offer field trips and service-learning opportunities for students. The Community Connections program provides students with enriching activities and events, including community service projects, field trips, college tours, and park days. High school students have the option to concurrently enroll in local community colleges to help prepare them for the rigor of college and university courses.

YVCS is an independent study charter school. As such, the school does not have feeder schools. Transition services are available to support middle school students in their transition to high school. Guidance Counselors and High School Success Coordinators support high school students. These staff members ensure that each student is on track to meet their post-graduation goals.

The school should conduct follow-up studies of graduates to determine how well the YVCS program prepared the students for their post-high school education or career goals.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● Guidance counselors, HSTs, and High School Success Coordinators provide support with the middle school to high school transition and the transition from high school to college, career, or military. HSTs also support students with Individualized Graduation Plans (IGPs), beginning in 8th-grade. These IGPs are a four-year plan outlining all courses the student plans to take to meet their post-high school goals. The plans are updated each semester and are reviewed by the High School Success Coordinator and Guidance counselor. ● Guidance counselors available for all students to offer advice for courses and college & career paths, graduation checks, middle to high school transition. ● Counseling information sessions are available for students through the high school website. Topics covered during these sessions include the college admissions process, college applications for UC and CSU schools, the common application, and financial aid opportunities. ● The Guidance Counselor offers seminars on career options using the Naviance program. All students have access to Naviance to help them explore future career options. ● Staff members host College Days, where colleges and trade schools present information regarding tuition, campus culture, academic programs, and admissions requirements. The school held a Fresno Area College Night field trip, as well as tours to Fresno Pacific | <ul style="list-style-type: none"> ● Guidance Counselors and High School Success Coordinators ● Individualized Graduation Plan template ● High School website ● Vendor list ● Naviance access ● SPED Transition website ● Community Connections |

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| <p>University and Fresno State University.</p> <ul style="list-style-type: none"> ● School-approved vendors offer a variety of curriculum options and extracurricular activities for students, including in-person and online classes and tutoring. ● InnovEd is a vendor offering project-based science and math instruction. InnovEd is a Science Technology Engineering and Math academic enrichment center, which provides a hands-on learning environment for young minds to grow and flourish. ● Concurrent enrollment with local community colleges is available to expose high school students to the rigor of college-level coursework. ● Transition services are provided for students with special needs in conjunction with each student’s IEP goals. Services include college and career awareness and independent living skills. The Special Education Department maintains the SPED Transition website, which supports students and their parents with middle to high school transitions, post-high school transitions, and career and college planning. ● Students are provided support in creating an Individual Transition Plan (ITP) and monitoring progress towards the goals outlined in this plan. Supports include individual and/or group sessions, per the student’s ITP. ● Students complete portfolio assignments which help support post-secondary transitions. ● The YVCS Community Connections program provides access to field trips, park days, and other events to expose students to community resources. ● Students participate in a range of service-learning activities, including volunteering at the Fresno Rescue Mission and completing a beautification project at Woodward Park. ● A high school student was chosen to be the Assistant Coach for a local youth soccer team. This student participates in his community by organizing soccer camps and street soccer events for local children. ● Another student is a Patrol Leader for his Boy Scout troop. This student organized a zipline camping trip and participates in various volunteer experiences with his Troop to support his community, learn lifelong skills, and earn advanced badges. ● All high school students have access to the TeenLife program, which connects students to volunteer opportunities and non-profit organizations. ● In the future, we plan to offer “pathway” career days | |
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| <p>where we will recruit speakers from various career fields to speak with students about their jobs.</p> | |
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B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Online Programs: iNACOL Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

YVCS is a personalized learning school, and teachers support each student and their family in selecting curricular materials, instructional strategies, and supplemental educational tools to support the student in mastering the content standards and meeting their academic goals.

All students work towards mastery of the grade-level standards. Tutoring, supplemental support programs, and intervention programs are available to those who need additional support. Students with special needs generally complete the mainstream grade-level curriculum and are supported through the provisions of their IEP or 504 Plan documents. These supports include SAI instruction, testing accommodations, and access to a Special Education Case Manager. English Learners are provided with 30 minutes of ELD instruction daily through designated ELD classes, SDAIE strategies, and supplemental materials, including online programs like English in a Flash. All students have access to various school-approved vendors for instructional support and enriching classes and lessons.

Students create an Individualized Graduation Plan beginning in 8th-grade. This plan outlines all high school courses to be completed to meet the student's post-graduation goals. The Naviance program is available to assist students in exploring career and college options. Guidance counselors and High School Success Coordinators support HSTs, students, and parents in preparing all students for college and career plans.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● Guidance Counselors and HSTs support students in creating and monitoring the high school Individualized Graduation Plans. Students begin planning their high school coursework and post-high school goal-setting beginning in 8th-grade, and they create a four-year plan to guide the courses needed to meet post-graduation goals. ● HSTs meet with each student at least once every 20 school days to review the student's body of work and | <ul style="list-style-type: none"> ● AP course list and Edgenuity AP courses flyer ● Guidance Counselors ● Individualized Graduation Plan template ● High School Monthly Learning Plan |

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| <p>to discuss new learning. HSTs, students, and parents also work to set learning goals for the following Learning Period during these meetings. This review of work and goal-setting helps ensure all students are maintaining an appropriate pace to complete their courses by the end of the semester. The meetings also serve as an informal assessment, during which the HST can determine student strengths and areas of need based on the work completed and standards met during the Learning Period.</p> <ul style="list-style-type: none"> ● A-G and AP courses provide students with access to courses that will prepare them for the rigor and expectations of college-level coursework. ● The Naviance program is available to assist middle and high school students with planning for college, exploring careers through career interest inventories and activities, and goal-setting projects. ● Students in grades 6-12 are invited to participate in the school's National Honor Society chapters (National Junior Honor Society for grades 6-9 and National Honor Society for grades 10-12), which builds leadership, collaboration, teamwork, and creative and critical thinking skills. Students must meet eligibility requirements in order to join. ● The school also offers an Academic Decathlon team to students in grades 9-12. Academic Decathlon is offered as an elective course, during which students prepare for the Academic Decathlon competition. Academic Decathlon builds real-world skills, such as presenting speeches, interviewing, and working as part of a team. ● We offer to our K-8 students a Math Olympiad opportunity. This program helps to teach major strategies for problem-solving, which fosters new ideas and encourages students to be creative and flexible. Students in this group often decide to explore mathematical careers and further their education in the math field. ● Online classes are offered in both core subjects and electives. HSTs have access to courses to monitor student progress and will communicate with students about needs and pacing. High school online classes are supported by highly qualified teachers who hold office hours to support students outside of class time. ● CTE pathways options are available. Career Tech Education certification programs are offered to all students through vendors such as eDynamic Learning | <ul style="list-style-type: none"> ● Graduation Requirements ● Schoolwide Learner Outcomes ● Personalized Learning Plan ● Concurrent enrollment at local community colleges ● A-G courses ● Inspire Cares website (SPED) ● SPED Transition website ● NCAA Guide for the College-Bound Student Athlete ● Naviance Flyer and Slideshow for students and parents ● National Honor Society PowerPoint ● Academic Decathlon Flyer, Syllabus, and PowerPoint |
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| <p>and Brighton College. Certification prepares students for the national exam in their field. CTE pathways students are better prepared to enter into advanced preparation in those careers.</p> <ul style="list-style-type: none"> ● Older high school students have the opportunity to have Concurrent enrollment at city college and to experience first-hand college rigor & readiness. ● Guidance Counselors work closely with students, future planning, college, career. They offer career days, college/university tours, and college field trips to expose students to opportunities and to help with readiness. | |
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Accessibility of All Students to Curriculum, including Real World Experiences

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students’ access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

All students at YVCS work towards mastery of the general education content standards using a rigorous and relevant curricular program that is appropriate for each student’s assigned grade level. While the school offers the flexibility for students and their parents to choose the instructional materials and methods that meet each child’s learning styles and needs, YVCS teachers monitor each child’s progress to ensure they are meeting the standards to ensure successful completion of each course, as well as the development of the 21st-century skills.

YVCS HSTs provide guidance and support so each child, regardless of their academic needs, can access the grade-level content and meet their post-secondary goals.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● High School course objectives include projects where students apply their learning to real-world problems/challenges. Teachers evaluate these projects to ensure the success and understanding of the concept. ● During the school year, teachers provide progress reports and report cards to high school students and can reflect/judge the success of each student and make adjustments or offer improvement plans and additional resources to those students who may need additional help. ● During the school year, teachers evaluate the success of elementary/middle school students with quarterly progress indicators based on work collected, informal assessment, observation, and benchmark testing. ● YVCS students work with their HST to create an academic program that meets their strengths, needs, and goals. This program may include online | <ul style="list-style-type: none"> ● High school course outlines ● A-G course list ● A-G science labs (information about required labs is included in the course outline) ● A-G science lab materials kits ● MTSS process and supports ● SST process ● SPED support ● Inspire Cares website (SPED) ● Individualized |

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| <p>coursework, textbooks and workbooks, field trips, concurrent enrollment in community college courses, vendor-led instruction, or any combination of those programs. HSTs closely monitor student work and assessments to determine each child’s mastery of the standards and to help students and their parents in setting goals for each Learning Period.</p> <ul style="list-style-type: none"> ● Regardless of the curricular materials and instructional methods chosen, the HST uses the I Can Statements for grades TK-8 and the high school course outlines to ensure all students are completing grade-level-appropriate work that is rigorous enough to meet the content standards and the SLOs. ● HSTs meet with each student and their parents at least once every 20 school days to review the student’s entire body of work and to set learning goals for ongoing student success. ● HSTs add notes to a monthly learning plan for each student that documents learning and future goal setting to ensure that students are working towards state academic standards. ● Students complete a variety of real-world learning activities, including rich math tasks, writing assignments, exploratory field trips, hands-on science labs, and career exploration activities. These activities are embedded in the curricular programs, and HSTs and students discuss the completion of these projects during Learning Period meetings. ● Teachers use data from formal and informal assessments, student work samples, and course outlines to monitor student progress towards mastery of the standards and to determine interventions that may be necessary to promote student achievement and success. ● When necessary, the MTSS Continuum of Supports provides a three-tiered approach to intervention. All students have access to the Tier 1 interventions, and the Tier 2 and 3 programs are accessed through the SST process. ● Students are given the STAR 360 benchmark assessment at the beginning of the school year to help determine strengths and areas of needed improvement. HSTs use the results to recommend academic support such as our video library recordings (direct instruction and other helpful support resources) in Math, Reading, and Writing. ● Students with special learning needs are supported | <p>Graduation Plan template</p> <ul style="list-style-type: none"> ● Personalized Learning Plans ● I Can Statements ● Teacher observation, monthly meetings ● Perception surveys (parent survey; student survey) ● Perception survey data ● Monthly Learning Plans |
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| <p>through their IEP or 504 Plans, and HSTs and Case managers collaborate to ensure all modifications and accommodations are in place to support student success. The Inspire Cares website provides a variety of resources for parents of students with disabilities.</p> <ul style="list-style-type: none"> ● All teachers are trained in SDAIE strategies and use these to support English Learners. EL students are also supported through designated ELD classes, as well as online programs such as English in a Flash, Reading Horizons, and Starfall to develop English fluency. The I Can Statements for grades TK-8 are available in English and Spanish to support Spanish-speaking English Learners and their parents. ● 96% of parents and students agree or strongly agree that the school provides the materials that all students need to learn, including students who are gifted, students with disabilities, and English learners. | |
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B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC “a-g” requirements, including lab courses.*

Students at YVCS work towards mastery of the content standards using a rigorous curriculum, which may include any combination of textbook-based or online course materials. All core subject high school courses are A-G-approved, and all students have access to wet labs to receive A-G science credit. Single-subject teachers oversee all A-G courses.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● Students have several A-G online options, such as Edgenuity, Odysseyware, Strong Mind, Choice Plus Academy, BYU Online, Shmoop, and k12. ● The Choice Plus Academy program provides live online classes that are taught by single-subject teachers who are credentialed in the subject(s) they teach. These teachers also offer office hours for additional support. ● Students completing HQT-led online courses through Edgenuity are encouraged to participate in each teacher’s office hours. ● A-G science courses include the required wet labs component. These labs are completed at home, and the school provides materials kits to ensure all students have access to the necessary materials to complete each project. ● Middle school students have the option to take A-G mathematics and world languages classes for high school elective credit. These courses develop higher-order thinking skills to help prepare students for the rigor of high school and beyond. | <ul style="list-style-type: none"> ● High School Course Catalog ● High school course outlines (examples) ● A-G science lab materials kits ● AP course list and Edgenuity AP courses flyer ● Online Subscription Package |

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| <ul style="list-style-type: none"> ● AP courses are available through Edgenuity (online course provider), and BYU Online. | |
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Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals.

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.*

HSTs, parents, and students collaborate to develop and revise each student’s instructional program to ensure the student has the tools necessary to meet their post-graduation goals. With guidance and support from the HST, students and parents choose the curricular materials, supplemental programs, and instructional methods that meet the learning styles, strengths, and areas for growth of each student. HSTs review the TK-8 I Can Statements or high school course outlines to ensure alignment with the content standards and course requirements, regardless of the instructional materials chosen. HSTs review each student’s body of work during Learning Period meetings held at least once every 20 school days. This review of work, along with assessment results, is used by the HST, student, and parent to set standards-based learning goals for the following period. Support and intervention programs are available to support all students in meeting their academic goals.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● HSTs meet with each student for a Learning Period meeting at least once every 20 school days. The HST reviews the entire body of work and discusses new learning and assessments completed during the month. The HST uses information gathered during these meetings to help the student and their parent plan goals for the following Learning Period. Student learning and goals are recorded on the Monthly Learning Plan document, which is shared with students and parents and reviewed during the following Learning Period meeting. ● The close monitoring of student progress during Learning Period meetings allows the HST to identify areas of need and to implement support programs and interventions to ensure academic improvement. These regular check-ins with students and parents also allow the HST to suggest any necessary changes to the instructional materials or strategies to support student success. ● Students and their parents have the flexibility to choose curricular materials that fit the student’s learning styles and preferences, as well as their academic strengths and needs. HSTs support students and parents in these choices and provide guidance in ensuring all materials chosen meet the content standards and/or course requirements. | <ul style="list-style-type: none"> ● I Can Statements ● High school course outlines (examples) ● Learning Period meetings ● Monthly Learning Plan templates ● Parent and student choice of curriculum ● High School Course Catalog ● Individualized Graduation Plan template ● Guidance Counselors and High School Success Coordinators ● Vendor list |

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| <ul style="list-style-type: none"> ● Students, parents, and HSTs also collaborate to develop an Individualized Graduation Plan (IGP) for each student. These documents are first created during the student’s 8th-grade year, and they serve as a four-year plan that outlines all of the courses to be completed during the student’s high school career. The HST reviews the IGPs each semester to ensure students are on-track to meet their goals. Guidance Counselors and High School Success Coordinators also review the IGPs. ● IGPs and Master Agreements are reviewed each semester, and may be modified and changed as needed to align with student needs and goals. ● Students can access various local vendors for academic tutoring, as well as take enrichment classes with vendors for courses such as robotics, coding, and the arts. | |
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Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

YVCS HSTs, Guidance Counselors, and High School Success Coordinators collaborate with students and their parents to assist with transitions from middle to high school and from high school to college or career. All high school students develop an Individualized Graduation Plan (IGP), which documents the courses they will complete throughout the four years of high school to meet their post-secondary goals. All core subject high school courses are A-G-approved, and students have options to complete AP and Honors classes, as well as community college courses through concurrent enrollment.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● All core subject high school courses are A-G-approved to ensure all students have access to the courses necessary for freshman admission to UC and CSU universities. Honors and AP classes are also available through online course platforms and vendors. These classes provide the rigor and critical thinking and communication skills that will prepare students for their post-high school plans. ● Middle school students may take A-G mathematics and/or world language classes for high school elective credit. These classes assist with the transition from middle to high school, as students learn the coursework expectations for high school. ● YVCS offers a program to help middle school students | <ul style="list-style-type: none"> ● High school course catalog ● AP course list and Edgenuity AP courses flyer ● Middle School HQT options: Edgenuity, Strongmind ● Naviance Flyer and Slideshow for students and parents ● Elective list ● Guidance counselors ● SPED Transition |

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| <p>transition into high school. The school provides tools for academic and social success through a mentoring process. Students are offered transition instruction, assessments, workshops, speaker series, and webinars.</p> <ul style="list-style-type: none"> ● Students have access to the Naviance program, which provides career interest inventories and information about various careers and the education required to enter those fields. ● YVCS students have access to A-G electives, as well as vocational and career prep electives to prepare them for college or career. Brighton College and eDynamic Learning provide online CTE courses and pathways. ● Concurrent enrollment at local community colleges is available for full-time students with good academic standing in 10th-, 11th-, or 12th-grade, and students may take up to 11 units tuition-free at the community college. Families can search the California Virtual Campus website in order to see what classes are offered based on the IGETC and can see which classes transfer to a four-year university. Students are also able to earn an Associate’s degree while in high school. Students often take foreign language classes, electives, and advanced math courses at the community college level. Participation in community college classes during high school may ease the transition from high school to college by giving students a sense of the structure and rigor of college-level courses. ● Community colleges also offer vocational and certification programs for those students who wish to build skills in a particular trade or vocation. ● High School Enrichment Counselors are available at the community colleges to support high school students. ● YVCS supports students with disabilities throughout their TK-12 career. SPED teachers provide SAI instruction and transition support. Students with special learning needs have an Individual Transition Plan (ITP), which lists goals and helps track their growth. Students attend transition classes and complete portfolio assignments to help them prepare for continuing education or careers. ● 89% of parents reported (agree or strongly agree) that the school prepares students for their future college and career goals. | <p>website</p> <ul style="list-style-type: none"> ● Perception surveys (parent survey; student survey) |
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ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified major student learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

The students at Yosemite Valley Charter School are fully engaged in a rigorous curriculum that is relevant and aligned with the common core state standards, including college and career readiness anchor standards and alignment with the SLOs. Our curriculum and high school graduation requirements prepare our students to transition into college, the workforce, or the military upon completion of high school. Our plethora of curriculum choices allow students to have great flexibility to take courses that align with their passions. Yosemite Valley Charter School offers UCOP-approved A-G courses. We also offer AP courses through a variety of learning paths. For students with special learning needs, we offer SAI and ELD instruction, as well as intervention and extra supports to ensure all students have access to a rigorous and relevant curriculum that meets the academic goals of our students.

YVCS teachers use a variety of strategies to drive the instruction that challenge students and encourage mastery of the Common Core State Standards, SLOs, and the objectives of the curriculum. Teachers use results from benchmark assessments, state testing, and common assessments to reflect and implement curriculum maps and make assignments from the 'I Can' Statements to align with the state standards and SLOs. ICS-Central school staff plans to continue engagement of professional development that will further the knowledge of the new instructional strategies that will address competencies in College & Career readiness standards, CCSS, and integration across the disciplines. We also plan to further our growth of internship opportunities, CTE pathways, post-high school transition programs, and follow-up studies of our graduates.

Yosemite Valley Charter School provides an abundance of opportunities for collaboration amongst our community of staff, parents, and students to create personalized learning plans for our students. Regular meetings with students and their families inspire communication and provide feedback on the types of curriculum and learning paths that should be further developed.

Prioritize the strengths and areas for growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

1. YVCS students have many opportunities to become confident navigators of the digital/technology world through online curriculum choices as their core assignment/instruction, and supplemental curriculum through a plethora of choices via the online subscription packages.
2. YVCS is finding great success with the regular meetings of our teachers, parents and

students in developing and revising personalized learning plans for all students that feed the passions of the students and meet their individual academic needs and future college and career pursuits.

3. The 'I Can Statements' and mastery checklists were developed and are monitored by a well versed committee and are used to monitor progress and ensure achievement of the Schoolwide Learner Outcomes and the content standards.
4. Online courses are taught by highly qualified teachers who are credentialed in the subjects that they teach.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

1. YVCS will continue to improve upon preparing our students for college & career. Inspire has plans to expand on the establishment of post-high school support opportunities such as college visits, CTE Pathways, and Internships that will help students with transition.
2. YVCS plans to continue professional development offerings that will focus on the College & Career Anchor Standards, CCSS, and strategies that will inspire integration among and across disciplines to provide access to real-world applications of curriculum topics.
3. YVCS has plans to continue developing meaningful support to our parents by expanding on group discussions, curriculum reviews, instructional strategies, and best practices for homeschooling.

Category C: Standards-based Student Learning: Instruction

C1. Student Involvement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

All students at YVCS work towards the content standards and SLOs. HSTs meet each student at least once every 20 school days to closely monitor work and progress to ensure alignment with the standards and to offer support and guidance to promote ongoing student success.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● Students have many options for completing the coursework requirements. These options include online courses, book work, and in-person classes with school-approved vendors. High school students may participate in the Choice Plus Academy program, which provides live online instruction facilitated by single-subject teachers. Adopted curriculum options include Edgenuity and McGraw Hill, and students can complete HQT-led classes through these platforms. Students, teachers, and parents can also create a custom package using any combination of the aforementioned options, as well as the student and parent’s choice of curricular materials. The HST reviews the curricula chosen to ensure alignment with the content standards. High school course outlines provide key assignments to ensure all students meet the A-G requirements, regardless of the materials chosen. ● HSTs assign and review student work during Learning Period meetings, which are held at least once every 20 school days. This review of work allows teachers to identify student strengths and areas for growth and to suggest supplemental programs and interventions to guide student improvement. ● HSTs review the I Can Statements for grades TK-8 or the high school course outlines, as well as the SLOs to ensure each student is making adequate progress towards these standards and course requirements. Student achievements are recorded on the Monthly | <ul style="list-style-type: none"> ● Learning Period meetings ● I Can Statements ● High school course outlines (examples) ● Schoolwide Learner Outcomes ● Schoolwide Learner Outcomes Family Survey Results ● Monthly Learning Plan Templates ● Student work samples ● Middle School Units Policy (A-G math and world language) ● Online Subscriptions Package ● Vendors such as Innoved who offer 1-day, week-long, and month-long career tech classes and field trips for students of all ages. ● Intervention Supports ● MTSS process and supports |

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| <p>Learning Plan Template, and the HST, student, and parent collaborate to set goals for the following Learning Period.</p> <ul style="list-style-type: none"> ● HSTs use a variety of formal and informal assessments to monitor student achievement. These include the monthly review of student work and work samples collected during each meeting, STAR 360 and curriculum-based assessments, and the I Can Statements. ● All core subject high school courses are A-G-approved. A-G electives, AP courses, Honors classes, and concurrent enrollment in community college classes are available to provide rigorous coursework options for students. ● Middle school students may take A-G mathematics or foreign language classes for high school elective credit. ● The Online Subscription Package (OSP) includes online course programs such as Rosetta Stone, Shmoop, and Elephango, as well as supplemental programs like IXL Math, Grammarly, and Typing Agent. An online tutoring service is also available. Students may choose up to five OSP programs at no cost to their Instructional Funds account. These programs support student achievement and provide a well-rounded academic program. ● YVCS provides interventions through the MTSS Continuum of Supports. These programs support students in meeting their academic goals and include English in a Flash, MathSeeds, Reading Horizons, Reading with TLC (Lively Letters and Sight Words You Can See), Pathblazer Math and Pathblazer Reading, and Math Antics. Outstanding Direct Instruction classes for reading and mathematics, taught by Intervention Team Teachers, are also available to all students. ● Single-subject teachers offer online office hours to support students who are taking HQT-led courses. All high school students, regardless of the courses being completed, have access to office hours with single-subject content specialists. These office hours provide students with opportunities to ask questions about course content and to receive assistance with assignments. | <ul style="list-style-type: none"> ● Outstanding Direct Instruction classes (Math and ELA) ● Intervention Supports School-Wide ● ChoicePlus Bridge classes offered for middle schoolers via Bridgeway Academy ● Content Specialist Office Hours |
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Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate learning and college and career readiness.*

Student expectations are clear, and teachers share the TK-8 I Can Statements, high school course outlines, and graduation requirements during Learning Period meetings. Information related to graduation requirements, the I Can Statements, assessments, and report card grading scales is included in the Parent-Student Handbook. The school website houses the Schoolwide Learner Outcomes and graduation requirements. Teachers review student work and collaborate with students and their parents to set learning goals related to coursework expectations during Learning Period meetings.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● HSTs share the Parent-Student Handbook with all families at the beginning of each school year. This document is also available through the School Pathways Parent Portal for review at any time. HSTs ensure parents and students understand the compliance and academic expectations set forth in the handbook. ● The I Can Statements are parent- and student-friendly versions of the TK-8 content standards in the four core subjects. These documents, available in English and Spanish, are shared with families at the beginning of each school year. HSTs use the I Can Statements to monitor elementary and middle school student progress towards the standards as they review each student’s body of work during Learning Period meetings. The I Can Statements are used to set goals for the following period. The I Can Statements are available through the student planners for each grade level. ● High school students taking custom-designed courses follow course outlines to ensure they are meeting all A-G requirements. The HST shares these outlines with the students at the beginning of each semester and reviews them with the student to build student understanding of the expectations for each course. The HST reviews each student’s body of work to ensure alignment with the course outline. ● High school graduation requirements are shared through the high school student planners, the Parent-Student Handbook, and the school website. For all high school students, HSTs (along with guidance counselors and HSSCs) develop an Individualized Graduation Plan template, which lists all courses that will be completed to meet their post-high school goals. This document helps students understand the expectations for graduation and/or college admissions and allows them to monitor their progress towards their post- | <ul style="list-style-type: none"> ● Parent-Student Handbook ● I Can Statements ● Schoolwide Learner Outcomes ● Graduation requirements ● Monthly Learning Plan templates ● Learning Period meetings ● Student planners ● School website ● Individualized Graduation Plan template ● Guidance Counselors ● STAR 360 benchmark testing in reading and math taken a minimum of twice a year ● High School Resource Website ● High School Counseling Website ● HQT List ● Office Hours List |

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| <p>secondary plans.</p> <ul style="list-style-type: none"> ● There are multiple levels of support given to HS students with IEPs. The first level of support is the parent and HST, who work together with the SPED coordinator to ensure that student accommodations are up to date and appropriate for the various learning environments of the student. The HSTs work with HQTs to make sure that accommodations are understood and followed in online, in person, and small group settings. HS students are provided with SAI (online 1-1 or small-group direct instruction times) to help students meet their IEP goals. Yosemite Valley also provides speech, OT, PT, and other services as needed and dictated by the student IEPs. Teachers communicate with parents regularly to offer training and support via newsletters, online webinars, and workshops. ● Teachers, parents, and students communicate frequently between Learning Period meetings. The HST is available to support students and parents with instructional strategies, adjustments to curricular materials, and support programs and interventions to ensure ongoing student success. ● Guidance Counselors are available to students, parents, and HSTs for academic and personal support, goal-setting, and progress monitoring. In-person appointments are available, as are virtual meetings. Students may also contact Guidance Counselors through email or phone calls as needed. Guidance Counselors also assist students with post-graduation planning, college admissions requirements, and career exploration. ● All high school students have access to teachers during their office hours for support on specific subject areas. HSTs have access to the list of every HQT's office hours, and all students in classes with an HQT are provided with the details and contact information to reach teachers during their office hours. Students also have access to their HQT's email address so that they can email if a question or concern arises outside of office hours. ● Students complete the STAR 360 assessments in reading and mathematics at least twice each year. HSTs share the results of these assessments with parents and students and use them to set goals and guidelines for student success. Teachers use the results | |
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| <p>of these assessments to determine student strengths and areas for growth. Teachers also use assessment results to determine if intervention programs are required.</p> <ul style="list-style-type: none">● All students have student planners. The TK-8 planners include the I Can Statements. High school planners include graduation requirement information. | |
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C2. Student Engagement through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize creative and critical thinking skills, and applications.

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts

Teachers as Facilitators of Learning

C2.1. Indicator: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of instructional and student engagement strategies, including the use of instructional technology in the delivery of the curriculum. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other techniques to engage students in their own learning.*

YVCS is an independent study charter school, and students choose the curricular materials and instructional methods that suit their learning styles, strengths, and needs. Homeschool Teachers serve as coaches and support students and their parents in selecting materials and learning activities that address the standards and engage students.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● Students at YVCS have the freedom to learn in a manner that meets their learning preferences and goals. This may include any combination of online courses, textbook work, writing assignments, projects, inquiry-based research, field trips, and vendor-led classes and lessons. ● HSTs help students determine their learning styles using various learning style assessments. They use this information to help students and parents select curricular materials and instructional strategies to support student engagement and attainment of the content standards. ● Regardless of the instructional program and methods chosen, all students are engaged in various activities that provide a well-rounded and rigorous educational program that meets the content standards. HSTs review each student’s body of work during Learning Period meetings and determine areas where additional support or modification to the academic program may be needed. ● School-owned instructional technology items are available through the Tech Center, and Instructional | <ul style="list-style-type: none"> ● Vendor list ● Curriculum options (TK-8; high school) ● Educational Plan Examples (Grade 5; Grade 7) ● Learning style assessments ● Online Subscription Package ● SPED SAI classes ● Academic and Speech Intervention Website ● Outstanding Direct Instruction classes (Math and ELA) ● Writing Tools, Videos, and Lessons ● Video Libraries - Reading |

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| <p>Funds provide equity of access to these materials. Students have access to a wide range of online courses, supplemental online programs offered through the Online Subscription Package, and intervention programs and online support sessions.</p> <ul style="list-style-type: none"> ● Students may use school funds to purchase kits for project-based learning under the direction and recommendation of teachers. Students use online practice platforms in order to target specific skills, as suggested by the teacher. Funds are often used to pay for access to these platforms. ● Intervention programs offered by the school, as well as classes offered through the Choice Plus Academy option, provide direct instruction to students. YVCS provides designated ELD instruction to English Learners and SAI classes to students with disabilities. | <ul style="list-style-type: none"> ● Video Libraries - Math ● Video Libraries - Speech ● Intervention Supports School-Wide ● MTSS Continuum of Supports ● How to Teach Reading ● Academic and Behavior Interventions ● Struggling Students: Dyslexia Awareness ● Struggling Students: Occupational Strategies |
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Creative and Critical Thinking

C2.2. Indicator: Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.2. Prompt: *Evaluate and provide evidence on how well the representative student work that demonstrates students think, reason, and problem solve in group and individual activities, such as projects, discussions and debates, and inquiries related to investigation.*

Homeschool Teachers at YVCS assist parents in selecting and implementing instructional strategies and tools to engage students in a variety of projects and lessons that promote higher-order thinking skills. Students complete activities that showcase their learning and the application of knowledge and skills.

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| <ul style="list-style-type: none"> ● The 21st-century skills are embedded in the Schoolwide Learner Outcomes. These schoolwide goals encourage students to be personalized learners who are prepared for 21st-century college and career. ● All students, regardless of the curricular materials being used, learn to apply knowledge from their courses. This takes the form of writing assignments, research-based projects, science labs, discussions, and projects demonstrating student proficiency in the arts or other areas of talent or interest. ● HSTs ensure all curriculum used aligns with the standards through monthly reviews of student work and comparing work with the I Can Statements (TK-8) or high school course outlines. The alignment with the standards and high school A-G requirements provides assurance that critical thinking and problem-solving skills are embedded in the work completed by each student. | <ul style="list-style-type: none"> ● Vendor list ● Field trips and events ● Staff meeting agendas ● Google Tools ● Curriculum options (TK-8; high school) ● High school course catalog ● Personalized Learning Plans ● Individual Graduation Plan template ● Student and parent choice of curriculum ● A-G science labs ● Student work samples ● I Can Statements ● Schoolwide Learner |

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| <ul style="list-style-type: none"> ● The Online Subscription Package allows students to select up to five online programs to supplement their core curricular materials. These programs build digital literacy skills in conjunction with support students’ academic engagement and growth. ● High school students on the Academic Decathlon team work collaboratively with their fellow decathletes toward a common theme, then participate in discussions and debates surrounding the annual theme. ● Presentation Parties 2018-2019 and Presentation Parties 2019-2020 <ul style="list-style-type: none"> ○ Presentation Parties offer students the opportunity to give three-minute oral presentations to their peers. (The monthly skills are taken from the Academic Decathlon Speech rubric.) For presentations, students are in mixed-age groups so they have to practice being good audience members as well. The 2019-2020 school year is the fourth year of the gatherings. Parents have an opportunity to connect with other home educators as well. ● Choice Plus Academy (high school) and ChoicePlus Bridge (middle school) offer students the opportunity to learn in a virtual setting with a live teacher and a limited number of peers. These weekly classes cover core curriculum subjects in math, science, social science, and language arts. ● Local co-op programs provide an opportunity for students to participate in classes that provide opportunities to practice higher-order thinking skills and problem-solving in group settings. Core instruction in areas such as reading, writing, science, and history are options, as are elective programs such as economics and art. ● Students can use school funds to participate in educational courses, including technology classes, writing courses, music, and art classes. These classes are both online and in-person, and provide opportunities for students to learn skills from professionals in specialized areas of study. ● Specialized Academic Instruction (SAI) classes taught by Inspire SPED teachers/case workers support students with IEPs in virtual groups based on IEP goals. SAI classes help students work toward meeting their IEP goals. | <p>Outcomes</p> <ul style="list-style-type: none"> ● Online Subscription Package ● Presentation parties ● Spelling Bee ● Student Showcases ● Entrepreneur Fairs and Makers Fair days ● Participation at events such as Academic Decathlon and Peach Blossom Festival ● Academic Decathlon Flyer, Syllabus, and PowerPoint ● National Honor Society and National Junior Honor Society |
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| <ul style="list-style-type: none"> ● Students who qualify have the option to join the school’s National Honor Society or National Junior Honor Society chapters. These activities encourage critical thinking and problem-solving, as well as discussion and collaboration during teamwork activities. | |
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Application of Learning

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

As a personalized learning school, students choose how they present their newly-acquired learning. Students complete a wide range of activities to demonstrate factual and conceptual knowledge. The Schoolwide Learner Outcomes encourage all students to take ownership of their schooling and to utilize a variety of strategies to show what they have learned.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● Students have many options for instructional materials and strategies available to them through YVCS. While students choose the materials and instructional methods that are the best fit for their needs and interests, HSTs ensure all students are making adequate progress towards the grade-level standards. Teachers also ensure the students are engaged in rigorous learning activities to prepare them for the expectations of post-secondary education and career fields. ● HSTs use the I Can Statements and high school course outlines to make sure all students are meeting the content standards. Teachers also use these documents to make assignments for the following Learning Period and to work with the student to set goals for continued learning. ● The high school course outlines ensure students are meeting the A-G requirements, regardless of the curricular materials they are using. ● All high school students create an Individualized Graduation Plan so they know what is expected of them for high school graduation and post-graduation plans. This document allows students to set goals for meeting their future plans and taking ownership for meeting those goals. ● The school supports students with disabilities in meeting their goals through transition supports, including continuing education and career planning | <ul style="list-style-type: none"> ● Academic Decathlon Flyer, Syllabus, and PowerPoint ● Student work samples ● Student events calendar ● Student Showcases ● Entrepreneur Fairs and Makers Fair days ● Presentation Parties ● Inspire Has Talent Event ● High School Course outlines ● SPED Transition team and website and classes/workshops ● IGP examples |

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| <p>resources. The accommodations and services provided through each student’s IEP or 504 Plan ensure students with disabilities have access to the coursework necessary to meet their goals.</p> <ul style="list-style-type: none"> ● YVCS supports English Learners through designated ELD classes and online support programs like English in a Flash and Reading Horizons. These programs build English fluency, which helps students meet academic requirements to meet their post-graduation goals. | |
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Career Preparedness and Real World Experiences

C2.4. Indicator: All students have access to and are engaged in career preparation activities.

C2.4. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real-world experiences that have postsecondary implications.*

YVCS offers a range of effective career exploration and preparation classes and activities to students. These include access to field trips and service-learning opportunities that expose students to local businesses and organizations as possible future career fields. Students can explore careers through various vocational and career preparatory electives, as well as the Naviance program. Concurrent enrollment at community colleges, A-G courses, and access to AP classes ensures all students have options for meeting their personal goals.

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| <ul style="list-style-type: none"> ● Students have access to the Naviance online program and a Naviance elective course as a career and continuing education exploration tool. Students can take interest inventories that match them with career options for the future. Students then research those careers and the educational requirements for each. ● High School students can take a five-unit elective course called Work Experience if they have a job; they also have a Community Service elective and a Service-Learning elective option. These courses expose students to opportunities in their local communities. ● Vocational elective courses, such as Culinary Arts and Electrical Technology, allow students to explore their interests and to learn more about possible future careers. Some students have mentors in the community who support them in learning about various career fields. ● Concurrent enrollment at local community colleges allows students to complete units towards an Associate of Arts degree, complete General Education units towards a Bachelor’s degree, or explore vocation- and trade-related classes, such as welding or ceramics. | <ul style="list-style-type: none"> ● Naviance Flyer and Slideshow for students and parents ● Work samples ● Naviance Surveys offered by HS counselors ● Work permits ● Career Exploration course (high school elective credit) Work Place Skills & Experience Courses ● Elective list ● Brighton College CTE Pathways ● eDynamic Learning - CTE courses and pathways |

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| <p>Students may also take advanced mathematics, lab science, or foreign language classes through a community college.</p> <ul style="list-style-type: none"> ● A-G and AP course options provide students with the rigor they need to prepare for college-level coursework. Middle school students may take A-G world languages or math for high school elective credit. Taking these classes in middle school allows them to take advanced math and foreign language classes at the high school level. ● Career and Technical Education courses and pathways are available through various school vendors, including eDynamic Learning and Brighton College. These classes expose students to career-based skills and opportunities. | |
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C2.4. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real-world experiences, applications and research for students.*

All students have access to real-world learning opportunities and applications of communication, creativity, critical thinking, and collaboration. Regardless of whether they complete their schoolwork online or offline, students are engaged in a wide range of learning activities to prepare them for their future goals.

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| <ul style="list-style-type: none"> ● Outschool is a platform for online learning--access to a variety of class offerings (i.e., writing course, reading intervention, electives, or science-focused). Some classes are in-person with an instructor, and others are self-paced. <ul style="list-style-type: none"> ○ Here are a few classes students have taken: <ul style="list-style-type: none"> ■ Compare/Contrast writing class ■ Dragonlore Writing class ■ Racehorses - Past/Present (history) ■ Knitting - Waldorf-inspired ■ Reading Skills ■ IEW Unit 4 class ■ IEW Beginning Writing ■ Pre-Algebra - semester-long ● While high school students enrolled in A-G science courses receive labs through the Curriculum Ordering System, students in grade TK-12th-grade also have access to hands-on science labs via approved service and product vendors such as: <ul style="list-style-type: none"> ○ InnovEd Science and Tech Learning Center which offers one-time workshops, monthly classes, and semester-long courses in science | <ul style="list-style-type: none"> ● Science labs offered through vendors ● Access to Outschool.com classes ● Choice Plus Academy ● Online elective choices (eDynamic Learning, etc.) ● Science lab kits available through the Curriculum Ordering System for all students taking an A-G science course with required labs |

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| <p>and engineering;</p> <ul style="list-style-type: none"> ○ Imm3rse.in which offers hands-on, project-based STEM learning experiences; ○ The Unschool Hub which provides a drop-in learning time that includes hands-on science experimentation in all the science fields; ○ HomeScienceTools.com, easypeasiencefair.com, http://www.academyofscienceforkids.com, https://melscience.com, and mysteryscience.com (along with many other product vendors) where parents can purchase full lab kits for their students including dissection kits, <ul style="list-style-type: none"> ● All students have access to a rigorous academic program that includes opportunities to demonstrate higher-order thinking skills. Students who complete online classes work on written and oral communication, collaborate with their peers, and conduct research and inquiry-based activities. ● All core high school classes are A-G-approved, and all students work towards the A-G requirements through key assignments listed in the course outlines. These may include a creative project or a writing assignment to show evidence of learning and mastery of the concepts and standards. ● Science labs for A-G classes are completed at home as the student completes the related course content. The school provides science lab materials kits to ensure equity of access to these lab projects. | |
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ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified major student learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

Teachers, staff, and parents at Yosemite Valley Charter School offer all students individualized educational plans that focus on meeting grade-level standards. A wide variety of curriculum options are available to students. Online classes, in-person classes through vendors, and custom-built textbook programs are among some of our most popular curriculum choices. The I Can Statements give our HSTs and parents direction as they set monthly goals for students. Opportunities for student collaboration and socialization are met through field trip opportunities, local community co-ops, presentation parties, vendor classes, and organized programs such as Academic Decathlon.

Students who are struggling academically are given support through our intervention program. YVCS has a website that all HSTs and parents can access that provides intervention support in math and language arts. Direct instruction videos, as well as practice opportunities, are available for core concepts. If a student continues to struggle after using the intervention program, they are offered an SST where SPED services can be made to meet the individual needs of the student. Students with an IEP are provided with an SAI teacher who works with them to meet their individual goals.

YVCS believes that every student can flourish when given a custom-built educational plan. Our school believes that learning takes place outside of the traditional classroom setting, as well as through organized classes and textbooks. Interest, variety, and enrichment opportunities result in well-rounded students that are prepared to navigate their world. A student's education should be an experience that inspires them to work to their full potential.

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

1. Parents, students, and teachers work together to use I Can statements to track students' progress throughout the academic year and to set learning goals for each learning period. These statements assist the parents and all parties involved by ensuring that the learning opportunities are standards-based and appropriately focused. The I Can Statements help give clear expectations to our parents and students.
2. Students receive the academic and social-emotional support they need to be successful. Students have access to individualized curriculum, enrichment classes, field trips, and tutoring support through school-approved vendors. The Online Subscription Package provides for supplemental programs to enhance the student's chosen curriculum.
3. All students have access to extra support through intervention resources and robust

programs. The interventions target mathematical standards as well as language arts standards. Inspire has an intervention website that is continually being updated to better serve parents and students. Students can view videos that offer direct instruction as well as access extra practice. For those students needing additional support beyond the intervention offered on our website, an SST referral can be made. Through collaboration of the SST, Special Education services are made available when needed.

4. Monthly meetings between teachers, parents and students are vital to the success of students. These meetings offer a time of collaboration, celebrating achievements and goal setting. Students are given the opportunity to show teachers assignments that have been completed and are in progress. Parents can express any concerns or questions that they have and receive support from the HST. HSTs insure that grade level standards are being met and help students set new academic goals. Personal connections, communication and accountability are the keys to the success of these monthly meetings.
5. Students of Yosemite Valley Charter School have a wide variety of curriculum options to meet their individual strengths and needs. These custom built educational programs help engage students in their academic assignments. Variety and flexibility are key to our students meeting their goals and academic standards. If a curriculum choice is not a good match for a student, their HST can work closely with the learning coach and curriculum experts to find the best option for a student. High school students have the unique opportunity to meet their graduation requirements by taking classes online, in person, on their own or at a college setting.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

1. Our school has developed six Schoolwide Learner Outcomes (SLOs) that help give a unique direction for our educational expectations. The majority of our HSTs, parents, and students are not familiar with the SLOs. HSTs have used the I Can Statements to guide students through grade level curriculum but we have not familiarized ourselves with the broader vision of the school through the SLOs. The SLOs are printed in the planners that parents and students receive, but they are not regularly accessed and referred to. Professional development should continue in this area.
2. In order to help students be successful we must make sure that the parents understand the requirements that an independent study/ homeschool study program. Before a family makes the educational choice to enroll there should be personal communication explaining the role of a Learning Coach. Families who transfer to Yosemite Valley from a more traditional education setting, often do not understand the significance of their role as Learning Coaches or the commitment and oversight that this setting requires. Families do receive personal calls from their HST and welcome emails, however that takes place after enrollment has been completed.

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Schoolwide Student Progress Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan aligned with the LCAP.

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that affect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Online Programs: iNACOL Standard S: Program Improvement: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze and report student performance data to all stakeholders.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. Ensure all student groups are included.*

YVCS has effective procedures in place to assess students' strengths and needs, to report student achievement data, and to use achievement data to modify instruction as needed.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● YVCS students complete a variety of formal and informal assessments throughout the school year. The school measures schoolwide achievement data through the use of STAR 360 assessments in reading and mathematics, CAASPP assessments, ELPAC, PFT, attendance rates, and graduation rates. The school also considers the number of students who successfully complete AP and A-G courses in high school. ● Teachers meet with each student at least once every 20 school days to assess student progress towards the standards, to make assignments for the following Learning Period, and to set student learning goals in collaboration with the student and their parent. ● HSTs administer the Bader and/or CBM tests at individual meetings. HSTs may also administer other | <ul style="list-style-type: none"> ● Multiple measures of student achievement ● PFT data ● Graduation rates ● AP and A-G course participation rates ● Special Education Newsletter ● Intervention Flow Chart ● Inspire Cares Website ● ELPAC Information ● Multi-Tiered System of Support |

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| <p>assessments, such as running records or a math task, with individual students. Teachers use the data from these assessments to monitor student progress and to assist students and their parents in planning instructional activities or making adjustments to the academic program.</p> <ul style="list-style-type: none"> ● HSTs administer the STAR 360 assessments in reading and mathematics two times per year (fall and spring). Teachers discuss the results of these assessments with parents and students, and they use the results to determine if interventions or other modifications to the student’s learning plan are needed. The STAR 360 is useful in showing student growth over the school year. Parent-friendly reports generated by the STAR 360 program assist in lesson planning and goal-setting. ● HSTs look at assessment data for individual students, rather than a large class. This allows them to identify the specific learning needs of individuals. Teachers review schoolwide data during staff meetings and use it to monitor trends and to discuss best practices for student support. ● The school supports parents and students through test preparation sessions for the CAASPP. ● The school effectively shares data with stakeholders. While individual assessment results are shared directly with parents and students during Learning Period meetings and through the School Pathways Parent Portal, schoolwide averages and trends are shared through the CA School Dashboard and School Accountability Report Card. Schoolwide data are shared with the Governing Board. ● Students with disabilities participate in the same assessments as general education students. Students with special learning needs are supported through the accommodations and modifications outlined in their IEP or 504 Plan. Students with IEPs or 504 Plans also complete placement tests to determine their levels for the iReady support program. ● Within an IEP, the school uses Present Levels of Performance (PLOP) to help determine student ability and needs. This is information about how the child is performing in school and how their disability affects their progress and ability to access the general education curriculum. ● English Learners complete the ELPAC assessment to | |
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| <p>determine English fluency. ELD classes and services are available for all students who qualify and have language support needs.</p> <ul style="list-style-type: none"> ● The MTSS Continuum of Supports is available to those students who need additional intervention to meet their academic goals. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. ● Students are offered designated supports on the CAASPP as appropriate. Designated Supports offer an expanded range of access for all students taking the SBAC or CAST. The use of Designated Supports does not require an Individualized Education Program (IEP) or Section 504 plan; they are available for use by any student for whom the need has been indicated by an educator, parent/guardian and/or student. ● The embedded Designated Supports document explains some of the support options available to all students. HSTs meet with parents before the new year to discuss and supports they feel would be appropriate for their students' needs. HSTs also show families how to access the practice tests on the CAASPP website and encourage them to do practice questions. ● At YVCS, we cater to students' individual educational needs and to design assessments that give a more accurate picture of student learning than standard testing, and that allow for students' special needs and talents. These include but are not limited to: projects, videos, personal discussions, labeled photographs, live demonstrations, and parent and teacher observations. ● YVCS provides AP courses to high school students and helps ensure they have access to the AP tests. ● Another measure of success for our high school students is the percent of students passing A-G qualified courses. ● Our school supports high school student participation with Concurrent Enrollment in local community colleges. | |
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Basis for Determination of Performance Levels

D1.2. Indicator: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.2. Prompt: Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.

YVCS has grading scales and policies in place to determine student grades and performance levels. Grading scales and criteria are communicated to students and parents through the Parent-Student Handbook so all students know what is expected of them. Student expectations are also included in the I Can Statements for grades TK-8 and the high school course outlines.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● Grades for all students are generated based on student progress towards mastery of the content standards for each course or subject area. ● Core subject high school courses are all A-G-approved and standards-based. High school grades are based on the percentage of the course completed, as well as grades for each assignment. High school grades are given on the traditional A-F scale: 90-100%-A, 80-89%-B, 70-79%-C, 60-69%-D, 59% and below-F. ● High school students who are using parent- or student-choice curriculum (as opposed to one of the school’s adopted curriculum options) follow course outlines to ensure all standards and A-G requirements are met. ● HSTs evaluate student progress and growth during Learning Period meetings held at least once every 20 school days. Evidence of student learning can include: <ul style="list-style-type: none"> a. “I Can Statement” completion list/check sheet b. A healthy and reasonable sampling of student work each learning period c. Parent-Student-Teacher conversations d. Inspire-adopted curriculum/learning programs e. Work Samples f. STAR 360 results g. State Testing results ● Progress Indicators for students in grades TK-8 are calculated four times per year. Progress Indicators are generated based on student performance on the STAR 360 assessments, as well as student progress towards mastery of the I Can Statements Quarter-at-a-Glance standards. TK-8 grades based on justifiable and clear information, and teachers take into account student work and assessments when generating these reports. | <ul style="list-style-type: none"> ● Report cards ● TK-8 Progress Indicators ● Grading Rubrics ● Grading Policies in the Parent-Student Handbook ● Achievement data ● I Can Statements and Quarter-at-a-Glance documents ● Learning Period meetings ● Student Evaluations TK-8 ● Work samples ● High School Website |

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students’ growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students’ grades are determined and monitored.

D1.3. Prompt: Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.

Teachers at YVCS measure student progress in several ways, including the use of the STAR 360 benchmark assessments in reading and mathematics, the state-mandated assessments, regular reviews of student work and progress, curriculum-based assessments, and informal assessments completed throughout the school year. The school also uses progress reports, report cards, and TK-8 progress monitoring reports to measure each student's mastery of the course content and standards.

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| <ul style="list-style-type: none"> ● Formal assessments include the STAR 360 benchmark tests in reading and math, which are given twice each year, the CAASPP, and other state-mandated assessments, including the PFT and ELPAC. ● Students are asked (during Learning Period meetings) to explain and/or demonstrate what they have been learning to prove their mastery of I Can Statements. For example, the HST may have the student write his or her name, count to a certain number, read small portions of text aloud, explain a scientific process, recite the Pledge of Allegiance, or solve a math problem to show retention of course content and/or mastery of certain standards. ● Students present the entire body of work to the HST during Learning Period meetings. This includes reviewing hard copies of work samples and discussing new learning and projects completed with the student. The teacher keeps one work sample for each TK-8 student and one sample per course for each high school student. Teachers archive these samples as part of the student's portfolio. ● Student work samples are peer-evaluated by partner teachers who check for compliance requirements and educational appropriateness. ("Is the sample at the appropriate level for the child's grade level?" "Is the sample of adequate educational quality?") ● The I Can Statements for grades TK-8 and the high school course outlines are used to ensure students are mastering grade-level content and meeting (high school) A-G requirements, including key assignments. ● The Monthly Learning Plan document is used to record the covered/mastered I Can Statements for students in grades TK-8. The Learning Plans have drop-down menus with the standards for each grade level. Teachers, parents, and students use these documents to make assignments for the following Learning Period | <ul style="list-style-type: none"> ● I Can Statements and Quarter-at-a-Glance documents ● Report cards ● MTSS Continuum of Supports ● SST process ● High School Website ● Individualized Graduation Plan template ● High School Course Catalog ● Compliance Due Dates 19-20 ● Work Record Instructions 19-20 ● Blank PE Log Sheet ● Photo Work Sample Option ● Monthly Learning Plans with I Can Statements ● Online Subscription Package ● Academic and Speech Intervention website (includes video libraries and writing resources) ● EL Interventions and Supports, including English in a Flash |

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| <p>and to set goals for new learning.</p> <ul style="list-style-type: none"> ● Progress indicators for Grades K-8 and progress reports for grades 9-12 given at mid-semester and report cards given at the end of each semester are based on a collection of learning evidence such as quality of work samples, assessment scores, percentage of curriculum completed, student effort, etc. With professional reflection and review of this evidence, the teacher is able to gauge student progress and areas of challenge, which is then applied through standardized grading scales for consistent and accurate monitoring of progress for K-8 and High school. ● Students access opportunities for critical thinking and hands-on projects throughout their curriculum and online classes, as well as through vendors, such as InnovEd. ● Teachers also organize events like science fairs and presentation picnics to foster 21st-century skills. ● The variety of assessments utilized help teachers identify student strengths and areas for growth. When a student needs additional support, the MTSS Continuum of Supports is used to find resources to promote academic improvement. Programs available through the MTSS program include Lively Letters, PathBlazer, and adjustments to the student’s curricular materials. HSTs may also suggest a tutoring program or an online supplemental program, such as those offered through the Online Subscription Package. A Video Library to support students and parents in developing literacy, speech, and math skills is available through the Academic and Speech Intervention website. ● When needed, students may be referred to the SST process, or for special education assessments for additional accommodations and interventions. ● Teachers perform speech screenings to streamline the process of identifying students who need help. The speech support program has general education interventions in place to support students before SPED services are considered. These have been very successful. ● English in a Flash (EIAF) is an intervention component of the Renaissance Learning program, which also hosts our STAR 360 assessment. All students designated as EL, at Inspire, are automatically assigned a login for EIAF. Though we predominantly use this intervention for our ELs, it may also be useful for other | |
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| <p>students who are struggling with English comprehension. This program teaches high-frequency, mid/low-frequency, and content-area vocabulary.</p> | |
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D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results of state and local assessments are used in decisions about student achievement and advancement.

Homeschool Teachers closely monitor student progress, regardless of the instructional program used, whether text-based or online. HSTs have access to online course platforms and can check student work and progress throughout the semester. In those instances when a student is taking an HQT-led course, the single-subject teacher and HST collaborate to ensure the student is making adequate progress in the assignments and is completing quality work to receive a passing grade.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● Multiple-choice assignments and quizzes are graded electronically. Written assignments and projects are graded by the teacher, or in the case of Edgenuity or Choice Plus Academy online courses, they are graded and monitored by HQT’s. ● HQTs evaluate and determine when a student is prepared for the next level or course for online platforms and Choice Plus Academy classes. ● A plagiarism checker is needed for students’ written responses in online platforms to ensure academic integrity. ● Course mastery for TK-8 is determined by teachers and parents collaborating along with I Can Statements. ● The student has to earn a certain grade on assignments (in Edgenuity, at least) to move on to the next assignment. ● Each online course is broken up into units, and those units are divided into instructional/lesson segments, assignments, quizzes, and tests. Students must complete the entire unit with satisfactory scores in order to move to the next unit. ● Pacing guides and curriculum maps are provided for each course. ● Completion of all assignments, tests, projects within the online course with a passing final grade is required before the student can move on to the next course. ● Credits are given only for passing grades. Students | <ul style="list-style-type: none"> ● Online course platforms (Edgenuity, StrongMind, OdysseyWare, Choice Plus Academy) ● Course outlines ● Student work samples ● STAR 360 assessment results ● High school course catalog ● High School Website ● Dupli Checker online plagiarism checker |

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| <p>who do not pass must retake classes for credit.</p> <ul style="list-style-type: none"> ● In order to prevent students from proceeding to the next unit if they do not pass a section, the online courses lock the student out and need an HST to unlock. ● Student achievement is decided using multiple measures. We look at online course grades as well as the STAR 360 results. We also look at the whole student and take into account the time and effort spent on their work. Teachers and parents work together to decide achievement in the case that there is no online course grade. The state standards are used to see whether a student is making grade-level achievements. ● Final exams/cumulative exams in online courses are usually proctored by either a parent or HST. Students taking courses with BYU Independent Study must have an HST proctor their final exams. | |
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Assessment of Program Areas

D1.4. Indicator: The partnership with district leadership, the school leadership, and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.4. Prompt: *Evaluate the collaborative processes that the school leadership and instructional staff in partnership with district leadership use to review and assess the programs and their expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Staff members effectively review the overall school program and student expectations to ensure alignment with state and local requirements. Policies and procedures are in place to provide ongoing progress monitoring and review of student-specific and schoolwide goals.

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| <ul style="list-style-type: none"> ● Students and HSTs coordinate with the Guidance Counselor and High School Success Coordinator to create IGPs for each student. These documents are reviewed and updated each semester. ● Schoolwide goals are created based on student need, achievement data, and demographics. The schoolwide goals are reviewed annually, as the school updates the LCAP and WASC Action Plan. ● Teachers attend an intensive professional development series at the beginning of each school year. There are presentations on new programs, curriculums, and updated policies. Teachers are also offered modalities trainings throughout the year. ● Teacher PD meetings review student work samples, curriculum options, and assessment results. ● Teacher PD agendas are provided before each meeting. | <ul style="list-style-type: none"> ● Staff meeting agendas (sample) ● Staff development survey for teachers ● Perception survey data ● Training Tracker ● Modalities Trainings ● Curriculum Support Site |

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| <ul style="list-style-type: none"> ● Grading scales are listed in the Parent-Student Handbook. Expectations for students are clear. | |
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Schoolwide Modifications Based on Assessment Results

D1.5. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D1.5. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

HSTs conduct continuous progress monitoring with students through the use of various assessment tools, including the Learning Period meetings. The HSTs effectively use the results of formal and informal assessments to make adjustments and offer interventions at the individual student level. The leadership team reviews schoolwide achievement data. These data are used to plan professional learning activities and resource allocations. Reviews of student achievement data drive schoolwide goals and decisions.

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| <ul style="list-style-type: none"> ● Teachers monitor individual student progress, based on work product and formal assessments, and tailor instruction and support to help students meet their needs and goals. ● The school has implemented an MTSS model that allows for multi-tiered supports that assist all students in meeting their goals. Interventions include Pathblazer, Reading Horizons, IXL math, adjustments to curricular materials, Moby Max, and positive behavior interventions and supports. ● The school has increased the curriculum offerings to ensure all student needs are met. This includes the switch from APEX to Edgenuity, StrongMind, and OdysseyWare. The new curricula provide embedded supports and direct instruction videos to better suit the needs of all students, including the EL and SPED populations. ● The school moved from the iReady assessment to Renaissance STAR 360 based on stakeholder feedback. ● The Special Education Department offers professional development for teachers, as well as a variety of support tools for parents and students. ● We now offer a library of videos made by highly qualified teachers to all of our families on our Intervention website. These videos include Language Arts, Math, Writing, and Speech. ● Small group English Language Development classes are available in the Zoom platform to support English | <ul style="list-style-type: none"> ● LCAP ● Schoolwide Action Plan ● WASC Process ● Achievement data ● MTSS Continuum of Supports ● Learning Ally information ● Assessment participation rates ● EL Intervention |

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| <p>Language Learners. English in a Flash is the online ELD curriculum we have elected to provide for our ELD students.</p> <ul style="list-style-type: none">● Students in grades 3-5 who test in the red or yellow on the STAR 360 are given the Bader assessment. They are then offered interventions based on their academic needs. Interventions can include video libraries, Outstanding Direct Instruction, Reading Horizons, and Pathblazer. (Grade 3-5 Achievement Plan process.)● We now offer Outstanding Direct Instruction to students who need additional intervention. This is offered in both math and language arts. Students can sign up for a direct instruction course. Courses range from 30-45 minutes twice a week for four weeks.● CAASPP participation rates rose slightly from 91% (91% math and 91% ELA) during the 2017-2018 school year to 92.5% during the 2018-2019 school year (92% took the ELA test, and 93% completed the math test). These rates are up from 84% participation on each test during the 2016-2017 school year. | |
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D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Indicators with Prompts

Assessment Strategies to Measure Student Achievement

D2.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student and school performance data to all stakeholders.

D2.1. Prompt: *Evaluate the effectiveness of the processes for assessing student achievement of the standards and schoolwide learner outcomes.*

Teachers effectively use various formal and informal assessments to monitor student progress throughout the school year. State-mandated assessments, the STAR 360 benchmark assessments, student work samples, curriculum-based assessments, and student observations assist teachers in assessing and documenting each student’s progress towards mastery of the grade-level standards and Schoolwide Learner Outcomes.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● The Schoolwide Learning Objectives are based on the Common Core State Standards, the College and Career Readiness Anchor Standards, and the 21st Century Skills. Students complete a range of activities and assessments that address the standards and the SLOs. ● HSTs review work samples allowing them to monitor students’ growth and achievement in each subject. ● Learning Period meetings allow us to connect with families and understand their concerns and needs for their students. Teachers provide them with the resources and assistance that they need for their students. ● Students take the STAR 360, and HSTs use that data to differentiate the curriculum for each student. Data from the CAASPP and other state-mandated assessments show annual progress. HSTs adjust the curriculum to focus on specific standards, as needed. ● HSTs analyze achievement data that is provided through STAR 360 reports at the beginning of the year, other standardized tests, and grades. ● Parents, Homeschool Teachers, Highly Qualified Teachers, Counselors, Regional Coordinators, and more are familiar with “I Can Statements.” Students are expected to meet standards to pass classes, and the | <ul style="list-style-type: none"> ● Student work samples ● Learning Period meetings ● Achievement data ● CAASPP ● I Can Statements and Quarter-at-a-Glance documents ● Preferred Vendor Methods ● Individualized Learning plans ● Student Present Levels of Performance survey (SPED) ● Sample high school course outlines ● SLO#1: Navigator of the Digital World: <ul style="list-style-type: none"> ○ For students that take online courses, curriculum, ○ Interventions |

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| <p>I Can Statements provide clear, standards-based expectations for students.</p> <ul style="list-style-type: none"> ● Preferred Vendors provide learning opportunities to collect data on student needs and support them individually. This allows them to assess student learning throughout the year and make sure students adhere to schoolwide learning outcomes. ● A-G Course Outlines are organized in a logical sequence. They outline the concepts and skills that must be demonstrated for course mastery. These are designed to allow students in any curriculum to demonstrate mastery of the CCSS. ● The SLOs are embedded throughout the curriculum/instructional program. ● ELPAC is given to English Learners to assess fluency and English development. The results of this assessment are used to determine which curriculum and English language intervention are needed. ● For students with IEPs, modifications and/or accommodations are in place to make sure they can access the grade-level standards for their assigned grade. HSTs work closely with Case Managers to ensure all services and supports are in place. ● The Special Education department uses the Present Levels of Performance Survey in preparation for IEP meetings. Both the parent and the teacher fill it out. This survey is used to assess the strengths and areas of need in all subjects, as well as social skills and behavioral needs. | <p>offerings: Pathblazers, Reading</p> <ul style="list-style-type: none"> ○ Online Subscription Package (OSP) webinars ○ STAR 360 benchmark assessments. The reports provide learning outcomes and goals. ○ We also provide resources for CAASSP online practice tests (<i>If you are a student, access the Practice and Training Tests for the online tests.</i>) ○ Tech dept also provides catalogue for equipment, Microsoft, etc. ○ Google Digital Citizenship & Safety course for staff so we can then better support our students become digital citizens. <ul style="list-style-type: none"> ● SLO #2:Self-Directed <ul style="list-style-type: none"> ○ Self-directed and motivated students who are able to set |
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| | <p>attainable goals to achieve academic success. Student planners include I Can checklist they can monitor.</p> <ul style="list-style-type: none">○ High school catch-up plans required students to set daily/weekly/semester goals.○ Monthly Learning Plan meetings & form, setting monthly goals. <ul style="list-style-type: none">● SLO#3 Personalized Learners<ul style="list-style-type: none">○ Students provided grade span-specific planners○ Families can choose any secular curriculum/materials/classes/supports to support their student's learning style to meet standards● SLO #4 Independent Critical Thinkers<ul style="list-style-type: none">○ Parent University session: Bloom's Taxonomy of Critical Thinking |
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| | <p>relates to I and how it Can Statement and student achievement and aptitude.</p> <ul style="list-style-type: none"> ○ All I Can statements use critical thinking verbs that challenge students to improve their thinking skills in each subject beyond memorization ● SLO #5 Responsible Citizens <ul style="list-style-type: none"> ○ Community Connections Events ○ Weekly student events planned providing opportunities for students to collaborate with peers. ○ Offering opportunities for students to back to the community ● SLO#6 Effective Communicators <ul style="list-style-type: none"> ○ Community Connections Events ○ Local Student Clubs ○ Academic Decathlon ○ Vendors with Packaged Programs |
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D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Students who complete schoolwork through online course platforms complete the same benchmark assessments, state-mandated tests, and key assignments as students who complete textbook-based assignments. All programs align with the content standards and Schoolwide Learner Outcomes to ensure all students are receiving a high-quality education that will prepare them for their future goals.

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| <ul style="list-style-type: none"> ● Reading Horizons is used to evaluate student ability and provide lessons tailored to students’ reading levels. ● Pathblazer links STAR 360 results with appropriate instruction in Math and Reading. ● MTSS is a multi-tiered system of assessment and support for struggling students starting in 2019-20. This will use the Orton-Gillingham programs “Sight Words You Can See” and “Lively Letters.” ● iReady is used for students with special needs to assess and then create individualized instructional paths in both reading and math. ● High school students are supported in their online curriculum through progress monitoring, assessments, and HQT feedback. HQTs offer weekly office hours virtually via zoom. Students can sign on and discuss assignments, ask questions directly with the teacher. If they have questions outside these hours, they can email the teacher directly. HQTs also send weekly updates to students on their progress, grades, and any updates. ● Our variety of online curriculum available includes standards-based assessments that provide immediate feedback to the learners and the HSTs. ● Our Online Subscription Package (OSP) provides access to multiple virtual platforms for learning to support students’ assessment-identified needs. Some of these online curricular program options available through the OSP include ABC Mouse, Time4Learning, Elephango, and Shmoop. ● Accelerated Reader is offered as an option to our families through the Online Subscription Package. AR aligns with the STAR 360 reading test and suggests books for independent reading that are at the student’s instructional reading level. Students take a 10 question reading comprehension quiz after each book he/she reads. This program is tailored to students’ individual reading levels and provides | <ul style="list-style-type: none"> ● Reading Horizons ● Pathblazer ● MTSS process and supports ● iReady ● HQT support, Engrade ● Online Curriculum assessment and progress feedback ● STAR 360 Instructional Planning Report Example ● Reading STAR 360 Plan of Action ● STAR 360 State Standards Report (example) ● ALEKS Math ● OSP Handbook ● Elephant Learning: Math ● Teaching Textbooks ● Rosetta Stone, ● ChoicePlus Bridgeway (Algebra 1) ● TK-8 Curriculum Options ● High School Curriculum Options ● Inspire Schools Academics ● 2019-2020 HS Course Catalog |

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| <p>regular progress monitoring.</p> <ul style="list-style-type: none"> ● We provide Inspire-supported curriculum options with teacher access to assessments and learning to monitor student success. ● Parents have access to additional curriculum choices to support their individual students' needs, which are monitored through work samples, Monthly Learning Plans, and monthly parent/teacher/student meetings. ● Due to the wide variety of online and print curriculum options available, we are able to meet all students learning needs and styles. HST's monitor student success with chosen curriculum and make recommendations for adjustments as needed. ● High school students have access to online AP and CTE courses through a variety of sources as well as online Community College courses. ● Middle school students have access to our full high school catalog of A-G math and foreign language courses. They are able to get high school elective credit for these courses. ● Teachers and Parent Learning Coaches review the STAR 360 results together and use the results to make instructional decisions. The Instructional Planning Report provides a list of suggested next step skills for the student, which can be incorporated into the student's course of study. ● The STAR 360 Plan of Action is referenced to develop an instructional plan to meet student needs according to their scores on the STAR 360 tests. ● When students are using online interventions, HSTs monitor the effectiveness of the program after 8 -12 weeks. Options include embedded assessments and reports in the online interventions, mid-year STAR 360 assessments, and/or in-person assessments with the HST (Bader Reading and Math). ● STAR 360 reports have a State Standards Report. This report estimates above mastery, mastery, or below mastery for CA common core state standards for each student who takes the STAR360 in reading and math. HST can use this report to monitor I Can Mastery. ● ALEKS Math and Elephant Learning are both Online Platforms which test students frequently and assign specific lessons to help students master the specific skills they lack. ● Teaching Textbooks gives immediate feedback to students for each problem and offers to show the | |
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| students how each problem is done after each question. The parent can immediately view scores. | |
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Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. (This may include how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.).*

Students complete a variety of formative and summative assessments throughout the school year, and teachers effectively use the results from these assessments to conduct progress monitoring and to support students in meeting their goals through supplemental programs and intervention strategies.

Teachers meet regularly in small regional groups to discuss best practices related to curriculum, instruction, and student achievement. Overall school achievement data are shared during all-staff meetings held several times each school year.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● Teachers use a variety of assessment tools and methods to ensure that all students, including English learners and those with special needs, have the opportunity to show what they know. The breadth of assessments includes essays, quizzes and tests, demonstrations, discussions. Students taking Choice Plus A-G courses complete “Key Assignments.”. These key assignments vary by course and are evaluated by parents and teachers. Key assignments may include oral presentations, culminating essays, projects, or Socratic discussions. High school students are also required to take finals, or “End of Course” exams with any A-G course in which they are enrolled. ● Learning is personalized to best suit the needs of the individual student, and students use a variety of curriculum. Additionally, students, teachers, and parents work together to develop pacing plans as students may progress more quickly or more successfully than other grade-level peers. Teachers use assessment data, including formal assessments, student work samples, and the I Can Statements or high school course outlines to plan supports (interventions or accelerations) that meet each child's specific academic needs and goals. Monthly Learning Plans are created in collaboration with parents to define each child’s specific academic goals. ● A variety of informal assessments are used during monthly learning meetings. These may include: | <ul style="list-style-type: none"> ● Regional staff meetings ● Learning Period meetings ● Student work samples ● Assessment data ● Collaboration with HQTs through Engrade ● STAR 360 - Reports ● Inspire Content Teachers ● Monthly Learning Plan |

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| <p>reviewing student work samples, listening to a student read aloud, looking at handwriting, a quick math assessment, and/or discussions with students to check their retention of concepts and new learning.</p> <ul style="list-style-type: none"> ● The school's EL Coordinator tracks the proficiency of EL students and coordinates additional support through the use of ELD classes. Other support for EL students includes English in a Flash online curriculum, graphic organizers, transition words, and Structured Academic Language Practice. Trainings for teachers are recorded and available in our handbook. ● Teachers of students with IEPs or 504 Plans communicate with the SPED teacher or 504 Coordinator throughout the school year to monitor assessment data and adjust instruction, review goals, and plan modifications, accommodations, and services to ensure the IEP or 504 Plan is followed appropriately. ● We have monthly meetings with our regional teams. We are able to discuss data gathered from our online sources to adjust the curriculum and develop plans to help students succeed. Teachers also discuss best practices for monthly family meetings, and progress monitoring. ● Families and HSTs meet during each learning period to collaborate regarding students' progress, discuss assessment results, and to plan appropriate future instruction. ● Student work samples are reviewed and discussed at learning period meetings, and families and HSTs work together to decide on upcoming instruction tailored to each student. ● Students take the Bader Reading and/or Math assessment when needed to measure growth or guide instruction. ● Students take standardized tests to show their individual learning abilities, which helps the teacher develop a curriculum program that is appropriate for each student's needs. ● HQTs support high school students by reviewing progress and assessment results in Engrade and in individual curriculum. ● The Instructional Planning Report developed through students' STAR 360 reviewed by teachers and given to families in order to plan for students' needs to be addressed. | |
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| <ul style="list-style-type: none"> ● High school content specialists in English, Math, Science, and Social Science host office hours for teachers. They are a resource to assist teachers with content-related questions. ● High school students take end-of-course assessments, whether working in an HQT-led course or a Choice Plus class. | |
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Teacher and Student Feedback (Leslie)

D2.3. Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.*

Student expectations are clear and are well-publicized through Learning Period meetings and regular check-ins with teachers, the Parent-Student Handbook, and the school website. Students have school planners that outline student requirements, such as graduation requirements and I Can Statements. Perception surveys include questions on how well the school is preparing students for their future goals.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● Expectations are clearly presented to families and accessible to them through the Parent-Student Handbook. The I Can Statements are printed in student planners, which are given to every student at the beginning of the school year. High school course outlines are provided for HS students. ● Teachers calculate progress report and report card grades for high school students using an algorithm that considers both the quality of work completed and the percentage of the course completed. For example, a student may have earned 100% on assignments, but only completed 80% of course, so they would not get an “A.” ● Single-subject content area high school teachers (HQTs) teach and oversee the coursework of our high school students. They are in constant communication with the Home School Teachers (HSTs) who meet regularly with families. HSTs know if a student is struggling or excelling, and HQTs provide another layer of support for our high school students. Every email sent to families by the HQT is also sent to the HST. | <ul style="list-style-type: none"> ● Learning Period meetings ● Report cards, progress reports, TK-8 Progress Monitoring ● I Can Statements and Quarter-at-a-Glance documents ● High school course catalog ● Example of a Monthly Learning Plan ● Sample STAR 360 Instructional Planning Report |

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| <ul style="list-style-type: none">● Teachers create “catch-up plans” for high school students who have fallen behind in their online curriculum. They consider how many lessons are needed to catch up, and the amount of time until the end of the semester.● Teachers, students, and parents form relationships that allow them to effectively develop and monitor each child's academic goals.● Student and parent feedback and input is used to create supportive learning environments and modes for students to engage with the subject matter.● High school students show understanding of the SLOs through courses selected to meet requirements, career preparation, and life interests.● In-person Learning Period meetings are used to gather parent and student input concerning levels of performance for assigning grades.● Students feel empowered and in control of their learning through online and individual live progress monitoring.● I Can Statements are used to guide instruction and evaluate progress toward outcomes both privately and collaboratively.● High expectations are set for all high school students through A-G curriculum standards while giving students opportunities to pursue university preparation, career and technical education, and interest and talent exploration and development.● Monthly Learning Plans are created for each student as teachers meet with parents. These are used to set and review monthly learning goals, monitor student progress, and track the mastery of the I Can Statements.● Online classes track the hours spent in class and the idle time. These data are used for progress monitoring discussions with students and parents. Parents and students are able to see how the amount of time spent active in class relates directly to student progress/achievement. | |
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ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified major student learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

Yosemite Valley Charter School uses multiple assessment tools to monitor student progress. Schoolwide achievement data are measured internally through the STAR 360 assessments in reading and math. Our students also participate in the CAASPP assessments, ELPAC, and PFT. We monitor our graduation rates, attendance rates, and the number of students who take and pass AP courses. Teachers share the results of the STAR 360 assessments with parents and students by engaging them in one-on-one meetings and sharing score reports with them. Assessment data are analyzed by staff during our staff meetings and regional team meetings throughout the year.

Teachers monitor student progress. We are proud that the participation rate of our students on the CAASPP has increased from 84% in 2016-2017 to 92.5% in 2018-2019. We realize that we need our participation rate to increase to a minimum of 95%, and ultimately our goal is 100% participation. We take a proactive approach to increasing test participation by training our staff to address the common concerns parents have about testing. Teachers are trained with specific testing points, and a series of videos are also available to share with parents about the importance of completing the CAASPP test. The rate of participation in the STAR 360 internal benchmark test has increased from 30% in reading, and 32% in math in the 2016/17 school year, to 93% in reading, and 96% in math for the Fall 2019 test administration. We attribute this gain to the training of our staff and parents about the importance of assessment as a progress monitoring and growth monitoring tool. Teachers share the STAR 360 testing data with parents during individual family meetings, use the data to guide the parents into setting goals. Teachers participate in PLCs about Learning From Student Work in order to discuss how to evaluate student progress through the work samples shared by our students.

The school has a Multi-Tiered System of Support (MTSS). A wide variety of interventions are available to students in reading, math, writing, and speech at the Tier 1 level. Students who may benefit from Tier 1 intervention are identified by scoring in the Red (At Risk) or Yellow (Intervention) on the STAR 360, or by teacher recommendation. Tier 2 and Tier 3 interventions are accessed through a Student Study Team Meeting. Tier 1 interventions include Pathblazer, Reading Horizons, Sight Words You Can See, Lively Letters, Math Antics, Outstanding Direct Instruction, Wordly Wise, and more. English Learners are assessed with the ELPAC and are supported with small group EL classes or English in a Flash. We are piloting an Achievement Plan with third-through fifth-grade students who have scored red or yellow on the STAR 360. Teachers administer the BADER assessment then help families choose an intervention. After 8 to 10 weeks, the Bader will be given again to assess growth.

We have established grading policies. Yosemite Valley Charter School follows the Common Core

State Standards. These are presented to families as I Can Statements for TK-8, and Course Outlines for High School students. The I Can Statements are student-friendly and outcome-oriented. They are organized in logical sequences and presented by quarter. They are also presented as a checklist in every student planner. The I Can Statements are reviewed with parents and students and used to set goals and evaluate progress. Each quarter, teachers enter Progress Indicators into our Student Information System for students in TK-8. Progress Indicators (PI) are based on the STAR 360 and student progress towards meeting the I Can Statements. The score scale for PI is either 4- Exceeds Expectations, 3- Meets Expectations, 2-Below Expectations, 1- At Risk. These data are for internal use and are used to help teachers evaluate expectations, and set goals for their students. High school students may be enrolled in a curriculum that is A-G-approved and standards-based, and demonstrate standards mastery by completing the course as written. Other students will use our Curriculum Maps. These are aligned with the CCSS and are used to determine proficiency in the CCSS regardless of the curriculum chosen by the family. These courses are organized in a logical sequence and can be used with any curriculum. High School grades are determined by both the quality of the work done (percent correct or grade), and the percent of the course complete.

The Common Core State Standards have influenced our Schoolwide Professional Development Plan, and we will continue to ensure that our students have a variety of ways to demonstrate mastery of those standards.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

1. Pulling and keeping STAR360 student assessment reports
2. Sharing STAR360 reports with families
3. Collecting student achievement work samples to show growth each learning period
4. Providing a wide variety of intervention programs in reading and math to students who test in the red or yellow in the STAR360
5. Implementation of an Achievement Plan to address the learning needs of our third through fifth grade students.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

1. Helping parents understand the STAR 360 reports
2. Helping families use the STAR360 reports that we pull after students have taken the assessment
3. Connecting STAR360 results with I Can statements and creating a plan to fill holes
4. Helping families use the interventions more effectively that we provide for struggling students who test in the red or yellow in the STAR360 in reading or math
5. Ensuring a plagiarism checker is available to all teachers
6. Increasing CAASPP participation rates to 95% or more.
7. Helping parents to understand the CAASPP report.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family and community involvement, especially with the learning/teaching process.

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Indicators with Prompts

Parent Engagement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Families are highly involved in the teaching and learning process at YVCS. As an independent study/homeschool program, parents/guardians serve as the primary educators of their children with support from credentialed educators. All parents are encouraged to be involved in school governance and events.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● YVCS is an independent study school, and parents are active partners in their child's education. Parents serve as home educators, who are supported by a credentialed HST. Parents, students, and teachers meet at least once every 20 school days to discuss and review the completed body of work, make assignments for the following Learning Period, and assess student progress towards mastery of the standards through the use of pacing guides and curriculum maps or the I Can Statements. ● Parent workshops are offered throughout the school year. These workshops cover a range of topics, including curriculum options, college preparation, career planning, and topics related to testing. Guest speakers, such as Julie Bogart of Brave Writer, also present workshops for YVCS families. ● The “Live at Five” workshop series is offered annually during summer break. This series presents topics related to homeschooling through YVCS. Topics include school policies and procedures, ordering, and online subscription options. | <ul style="list-style-type: none"> ● Parent-Student Handbook ● Learning Period meetings ● Family Liaisons ● Parent newsletters ● School Pathways parent-student portal ● Field trips and events ● Inspire Cares website (SPED) ● SPED Transition website ● Special Education Newsletters for Parents/Staff ● SST/504/IEP processes and meetings ● I Can Statements in Spanish ● HST email and text |

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| <ul style="list-style-type: none"> ● Community Coordinators have a Special Education support teacher to make sure our events are accessible to all SPED students and have proper supports in place. ● Parents and community members are encouraged to serve on the Governing Board. ● Family Liaisons write weekly newsletters that are shared with families. Teachers are available via phone and email to address parent/student questions and concerns. ● Parents are kept up-to-date on student progress through the Parent Portal in School Pathways (Student Information System). ● All students (including EL and SPED) and their parents are invited and encouraged to participate in enrichment activities, such as field trips and vendor-led classes. ● All parents and extended family members are invited to join in and attend/volunteer on school field trips and events. ● Parents participate as active members of IEP, 504, and SST teams to determine appropriate supports for students. ● The Special Education Department has two websites that cater specifically to parents of students with special needs: Inspire Cares and SPED Transition. These sites house a wide range of resources and supports for parents. Additionally, the Special Education Department publishes and distributes monthly parent newsletters. ● Bilingual HSTs serve EL families as needed, when available. ● I Can Statements are available in Spanish. ● Specialized Academic Instruction is offered to SPED students via online platforms to increase their ability to access the curriculum. ● EL students are offered additional intervention sources. These intervention sources include: <ul style="list-style-type: none"> ○ Learning Ally - this program is an audiobook program which reads books to students so they can hear what it sounds like from an English fluent person. ○ English in a Flash - is an intervention component of STAR 360. All students who are designated EL have automatic access. ○ Pathblazer - this program can be used for intervention in math and reading. This eligibility is dependent on their STAR 360 | <p>communications in family's native language, when available</p> <ul style="list-style-type: none"> ● Supports for EL students ● STAR 360 Parent Reports available in Spanish ● Bilingual (Spanish) high school counselor attends IEPs and is available to meet with students and families everyday through phone and virtual appointments ● English Learner Resource List for ideas of what curriculum families can order to support learning from home for EL students ● Central California Vendors ● Perception survey data |
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| <p>scores and is only given to students who score in the yellow intervention or red urgent intervention categories.</p> <ul style="list-style-type: none"> ○ Curriculum Supplemental Support - Teachers of EL students check with student’s chosen curriculum platform, as some have a built-in ○ ELD/intervention component. For example, Edgenuity students can access MyPath. <ul style="list-style-type: none"> ● The EL Intervention Strategies document is shared with teachers of EL students so that they can better support the specialized learning needs of these students. ● Optional Zoom trainings are offered to teachers who support EL students by the director of English Language Development ● One-on-One (virtual) ELD Classes are offered to EL students- These 20-minute classes run for five weeks and provide individualized support and instruction using McGraw Hill’s FLEX program and other supplemental materials taught by our ELD teacher. ● Things Parents Can Do - here are some ways families can further support their EL students: <ul style="list-style-type: none"> ○ Online Subscription Package- teachers can suggest these great options to parents: Reading Eggs, BrainPop ESL, and Spelling City. ○ Use Funds to Supplement Curriculum- for example, Rainbow Resource Center has intervention workbooks/materials (filter for reading intervention) for all grade levels that parents can purchase to supplement their existing curriculum ○ EL Resource List- parents can view the Resource List, which has websites of vendors of intervention materials, supplemental curriculum, etc. Teachers can share the list with parents. ● By utilizing local community vendors, students have access to volunteer opportunities, job shadowing, field trips, and enrichment activities that allow them to explore their academic interests. For example, students interested in a career in engineering might take an 8-week supplemental course through the local vendor, FUSED Learning, on using solar power to build functioning vehicles. Students interested in conservation can learn about human impact on nature through the local vendor, Ventana Wildlife Society. | |
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| <p>Students can visit the Monterey Bay Aquarium to learn more about Marine Biology, or visit the California Academy of Sciences to attend a lecture or workshop.</p> <ul style="list-style-type: none">● 97% of parents surveyed agree or strongly agree that YVCS works with them to help their students do their best in school.● 94% of parents surveyed agree or strongly agree that their child's teacher contacts them when their child is having trouble learning.● 91% of parents surveyed agree or strongly agree that standards or I Can Statements are being taught to students, including English learners, students with disabilities, and those who are gifted. | |
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E2. School Culture and Environment Criterion

The school provides a) a safe, clean, and orderly place that nurtures learning and b) develops a culture that is characterized by trust, professionalism, high expectations for all students, and c) maintains a focus on continuous school improvement.

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.1. Prompt: *Comment on the effectiveness of the processes and procedures in place (e.g., School Safety Plan), roles and responsibilities for ensuring a safe, clean and orderly learning environment that supports students.*

YVCS is an independent study school, and no facilities are used for in-person student instruction. The school has a variety of policies and procedures in place to ensure student safety during school events, field trips, and testing.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● The Comprehensive School Safety Plan contains information on procedures to follow in the event of an emergency. The plan also includes suspension and expulsion policies and procedures, discrimination and sexual harassment policies, the anti-intimidation policy, and mental health guidelines. ● A suicide prevention policy in place, as well as policies to protect students’ privacy and educational records, are in place. ● School-issued computers are configured to have virus protection, firewalls, and remote-help software. ● All teachers participate in Mandated Reporter training and other safety and health training each fall (Safe Schools training sessions). ● Parents/guardians must complete the Agreement for Activity Participation form whenever a student attends a school-sponsored function, including field trips, clubs, and testing administration sessions. ● Parents/guardians sign a Media and Publicity Authorization form to state their wishes regarding the use of their child’s image, likeness, or voice in school and media publications. ● Service provider vendors who wish to work with our students must complete a vendor application process, which includes application paperwork, liability | <ul style="list-style-type: none"> ● Comprehensive School Safety Plan ● Suicide Prevention Policy ● Education Records and Student Information Policy ● FERPA Directory Information Policy and Opt-Out Notice ● Information Technology Policy ● Technology Use Agreement ● Media and Publicity Authorization and Release form (student privacy) ● Annual Teacher Training Tracker document ● Staff safety training certificates (Safe Schools/Charter Safe training sessions) |

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| <p>insurance, and a LiveScan background check.</p> <ul style="list-style-type: none"> ● First Aid Kits are available during Community Connections Events and field trips. These kits include plastic or vinyl gloves, antibiotic ointment, cleaning wipes, bandaids, peroxide, aspirin, and ibuprofen. ● Parents provide the student’s EpiPen as necessary. ● All teachers complete CPR training every two years. ● As an independent study charter school, our students complete their school work at home and do not come to a school site to work. Staff members complete safety-related training as part of the annual teacher training program, but we do not run disaster drills with students. ● Parents and families are encouraged to have earthquake and emergency drills/procedures in place, as this is an independent study school and students work from home. ● Community Connections events are not drop-off events, so parents stay and supervise their children. Parents help supervise and chaperone most field trips. | <ul style="list-style-type: none"> ● Guidance Counselors ● Parent-Student Handbook ● Agreement for Activity Participation ● Emergency Procedures Guide for Fresno Office ● Safety Training Slides |
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High Expectations/Concern for Students

E2.2. Indicator: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students’ heritage and ethnicity and other information or practices that support a caring, learning environment.*

The personalized learning program at YVCS demonstrates how the school honors and celebrates individual student strengths, needs, and interests. The school provides many options for students to showcase their learning and explore their interests and talents throughout the school year.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● The Mission and Vision statements outline the school's core values and the ways staff members strive to create and maintain a positive school culture. ● YVCS participates in the Great Kindness Challenge each January. ● Impact Day in November - The Community Coordinators led a park clean up day at the <i>Art of Life</i> Cancer Garden at Woodward Park. YVCS families and teachers participated in the event. ● The Schoolwide Learner Outcomes are posted in the Parent-Student Handbook and are discussed during parent meetings and orientation sessions. | <ul style="list-style-type: none"> ● Mission, Vision, Core Values ● Great Kindness Challenge ● Parent-Student Handbook ● I Can Statements ● Learning Period Meetings ● Non-Compliance Policy ● MTSS continuum of Supports |

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| <ul style="list-style-type: none"> ● The school's personalized learning approach allows all children to learn at their own pace, using curriculum and materials that suit their learning style and goals. Teachers discuss the I Can Statements and pacing guides with parents and students during monthly Learning Period meetings to ensure students are on-track to meet the content standards. ● Teachers work one-on-one with students and their parents in the homeschool program. This allows for relationship-building, which is a powerful tool in holding students accountable for high achievement. ● Students who are non-compliant in regards to lack of attendance or completion of work are supported by their teacher as the first tier of intervention. This support can include the creation of a study schedule, more frequent visits/meetings/emails/texts/phone calls. Teachers also collaborate with other teachers and their Regional Coordinator for situation-specific ideas for this first tier of intervention. If the first tier of intervention is not successful, then the first non-compliance letter is sent via certified mail. If compliance practices are not improved after five school days, then the second compliance letter is sent via certified mail, and an administrative conference call is scheduled. Each step of the way, all staff members do their best to work towards supporting the student in finding success at our school. ● Teachers visit students on a regular basis and review work samples. ● Teachers complete progress record reports and give parents and students an update of the student's progress report and activity logs. If the student is behind, the teacher gives them an updated schedule to complete the necessary homework for success. The teacher will conduct the mandatory monthly meetings but extra visits, emails, calls, and texts when needed. These lines of communication are then listed in School Pathways under global notes. ● Behavior goals can be put in the IEP for students with disabilities/special learning needs. ● Students who score in the yellow or red intervention areas on the STAR 360 tests are offered Outstanding Direct Instruction courses. These are four-week blocks of live online classes in ELA and math that offer targeted instruction to promote student achievement. ● All students have access to the free collection of video | <ul style="list-style-type: none"> ● Progress Reports for High School letter ● Progress Report Training Slides ● Helping Students Cope with Test Anxiety PDF ● Test Taking Tips PDF ● High School PE Logs ● Activity Logs for High School Electives ● Outstanding Direct Instruction ● Video Library ● Perception survey data |
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| <p>library resources that are available through the Intervention website. These include videos on math, reading, writing, and speech skills.</p> <ul style="list-style-type: none"> ● 90% of parents and 87% of students agree or strongly agree that students feel safe and connected to the school. | |
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Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The entire school community has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school’s leadership, staff and stakeholders.

YVCS has built a schoolwide culture of trust, respect, and professionalism through regular communication, encouragement of student progress, and support for colleagues and students.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● Teachers are in regular contact with students and their families, and staff members are expected to respond to phone and email messages within 24 business hours. ● Teachers build trusting relationships with students and their families, and they have the opportunity to work with the same students from year to year. ● Parent and student input is valued. Parents and students have lots of choices related to the instructional program. ● School-related concerns are discussed through Learning Record meetings and LCAP community and staff surveys and forums. ● Teachers are valued with competitive pay and benefits packages, as well as opportunities for professional growth. There are many avenues for advancement, and teachers are invited and encouraged to pursue additional credentials and certificates and/or to take on teacher-leader positions within the school. ● Teachers are supported by other teachers through regional groups, the New Teacher Training program, and adjunct duties. Teachers who are new to the profession are supported through the California Teacher Induction program. ● Teachers are assigned Peer Buddies as first points of contact with any questions that they may have on any appropriate topic regarding their duties. If their Peer Buddy doesn't know the answer to their questions, then both teachers come together (in person, on the phone, or via email) with their Regional Coordinator for the answer to their question. ● Teachers are invited to “Work Parties” multiple times | <ul style="list-style-type: none"> ● Core Values ● Permission-to-Play Values (behavior standards for employees) ● Parent-Student Handbook ● Staff meeting agendas ● Staff adjunct duties (teamwork and support) ● Regional Coordinators and regional teams (support for new and experienced staff members) ● LCAP ● Perception survey data ● Google Tools to promote regular communication ● Peer review of student work samples ● Staff evaluation paperwork |

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| <p>per month in order to collaborate and gain in-person support on completing their work duties.</p> <ul style="list-style-type: none">● Staff meetings include team building activities that promote staff collaboration and support.● The school provides a range of social and community activities for students throughout the school year. These include the Community Connections events that provide an avenue for homeschooled students and their parents to meet for a social event or to work on an educational project or service-learning activity. | |
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E3. Personal and Academic Student Support Criterion

All students receive appropriate academic and multi-tiered support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community.

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student’s success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

Indicators with Prompts

Equitable Academic Support

E3.1. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.1. Prompt: *Evaluate the school’s effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

YVCS is a personalized learning school. We ensure all students have the tools necessary to access their grade-level curriculum in a manner that supports their learning styles, interests, strengths, and needs.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● Parents and students are free to select the curricular materials and instructional methods that best suit the needs of each child. Teachers support families and students through the use of a variety of assessment tools, academic supports and interventions, and the I Can Statements, graduation requirements, and Schoolwide Learner Outcomes. This support ensures that all students have access to a challenging and relevant educational program that will prepare them for high school and their post-secondary plans. ● Vendors are available for tutoring and extracurricular activities addressing the needs and interests of students from different demographic groups. ● A Community Liaison supports homeless students and foster youth and their families through additional resources. ● Graduation Plans differ for varying demographic groups (e.g., Education Code 51225.1). Students with disabilities have the option to complete a 13th year of school. The “General Studies” graduation path is | <ul style="list-style-type: none"> ● MTSS continuum of Supports ● Curriculum options (TK-8; high school) ● Personalized Learning Plans ● For language support: Bright Horizons Academic Assistance- In Home Tutoring- Affidavit Required ● Graduation Plan for Homeless/Foster youth ● Demographic data ● For the multi-sensory learners: Ventana Wildlife Society ● Household Data form collection instructions ● Content Specialists |

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| <p>available for those who need a reduced course load. AB 167/216 provides for reduced graduation requirements for students facing temporary housing situations, foster youth, and students of migrant families.</p> <ul style="list-style-type: none"> ○ There are currently 361 students with disabilities enrolled at YVCS and two students living with foster families. ● Within the Enrichment Ordering System, there is a drop-down menu for intervention ideas and resources for parents. This includes the Video Library, which houses instructional videos to build student skills in reading, math, writing, and speech. ● We have SST teams to evaluate the need for intervention and Special Education services. ● High school HQTs offer office hours to support students. ● STAR 360 reports provide information on suggested next steps. These reports help teachers identify students who will benefit from intervention programs, such as the four-week blocks of ELA and math instruction offered through the Outstanding Direct Instruction classes. ● Bader assessments in math and/or reading are used to follow-up on intervention opportunities. ● All students are supported in meeting the grade-level standards with accommodations and services outlined in the IEP or 504. | <ul style="list-style-type: none"> ● Office Hours ● Academic and Speech Intervention website (includes Video Library) ● Outstanding Direct Instruction |
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Multi-Tiered Support Strategies for Students

E3.2. Indicator: School leadership develop and implement strategies and personalized multi-tiered support approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies and approaches used by the school leadership and staff to develop and implement personalized multi-tiered support system.*

The MTSS Continuum of Supports provides intervention and support programs to promote student understanding and mastery of the grade-level standards. The personalized learning program at YVCS and the close relationships between students and teachers helps teachers identify student needs and implement any necessary support programs to ensure ongoing student growth and improvement.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● A wide variety of curriculum options and support programs, including the MTSS Continuum of Supports, vendor-led instruction, and parent and student choice of learning pathways, ensures all students can access the grade-level standards. ● All students needing any level of academic support | <ul style="list-style-type: none"> ● Personalized Learning Plans ● Student and parent choice of curriculum ● Vendor list (classes to meet student needs and |

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| <p>have access to our MTSS Video Library.</p> <ul style="list-style-type: none"> ● Regular Learning Period meetings allow teachers to closely monitor student progress and to provide regular assessments and academic and/or behavioral interventions. Teachers, students, and parents work together to identify strengths and needs and to set goals to address each student’s areas for improvement. ● Teachers analyze the data from our in-house assessment, STAR360, in order to gauge student needs. ● STAR 360 test results are shared with the parents, and a personalized learning path is designed. ● If students are one or more grade levels below in Math or Reading, it is recommended that the SST process commence. ● Additional Intervention Materials are provided to students who score two or more grade levels below their assigned grade level. These can include online subscriptions such as Pathblazers, Reading Horizons, and Learning Ally for ELA and ALEKS for math. Lively Letters is an intervention support provided to students struggling with Early Literacy and specifically sight words. Students are to use these intervention supports for at least 60 minutes per week. ● Students who score in the lower ranges on the STAR 360 assessments are offered Outstanding Direct Instruction. These are online classes in ELA and math that are offered in four-week blocks. The classes provide targeted instruction to build students’ skills in these areas. ● Learning Coaches/parents are provided online access to many worksheets that support core skills needing additional practice. They can be printed out and used as needed. ● School Instructional Funds may be used to enrich and enhance the core academic program through field trips, vendor classes, tutoring, and interest-based lessons. ● The Special Education Department has two websites available to support students, parents, and general education teachers. These sites (Inspire Cares and SPED Transition) include information on support resources, academic transitions, professional development, and newsletters to keep parents informed. | <p>interests, tutoring)</p> <ul style="list-style-type: none"> ● Learning Period meetings ● MTSS Video Library ● MTSS Continuum of Supports <ul style="list-style-type: none"> ○ MTSS Continuum Explained ● Pathblazer information for teachers ● Reading Horizons information for teachers ● Learning Ally ● Proposed Intervention Daily Schedule ● Customizable (Blank) Daily Intervention Schedule ● Teacher Checklist for when they think students are struggling ● SST process ● Inspire ● SST/Intervention Flow Chart ● Inspire Cares and SPED Transition websites |
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E3.2. Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Homeschool Teachers provide an initial meeting with each student and their family to orient them to school expectations and curriculum options. Regardless of the curricular program being followed (online, offline, or a combination), teachers carefully monitor student progress to ensure ongoing academic growth and success.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● All students participate in an initial meeting with their HST. During this meeting, the HST orients the student and their family to the many options available at YVCS, including online classes and support materials. ● Teachers provide ongoing progress monitoring and support through monthly meetings. Students who complete work online also receive regular check-in and progress emails from their HQT teachers. ● YVCS teachers monitor students who utilize online programs such as Edgenuity, OdysseyWare, and Pathblazer. The teacher verifies the student’s progress through the course and also the grades that they are receiving on assignments in order to best support the student’s success. In addition to checking on progress made and assignments completed, teachers meet with students at least once every 20 school days in order to discuss the student’s learning and progress and to ask questions that gauge the student’s depth of understanding. ● Choice Plus Academy Courses are available to high school students for core courses, including English 9-12, Biology, Physical Science, Spanish, Government, and World History. These courses meet via synchronous video meetings twice per week in addition to asynchronous contact via email and phone communication as needed. ● Online office hours are available to High School students via Zoom meeting to gain learning support on any core subject area. ● The Heart of Homeschooling Parent Education Program presents a relevant topic once per month to support parents in building community, learning, growing, and experiencing homeschooling together. ● Some online programs include placement tests to ensure the student is working at an appropriate level. ● The STAR 360 baseline assessment is used to suggest curricular materials. The Spring STAR 360 shows growth. This test is also used to determine areas of need and to suggest support programs and interventions to promote student growth. ● Tier 1 online supports are available for Early Literacy | <ul style="list-style-type: none"> ● Initial meeting resources ● Curriculum Options (TK-8 and High School) ● Heart of Homeschooling website <ul style="list-style-type: none"> ○ Heart of Homeschooling October Newsletter ● MTSS Continuum of Supports ● Pathblazer information for teachers ● Reading Horizons information for teachers ● Lively Letters flyer ● Free Math fluency ● Online Subscription Package |

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| <p>in reading and math.</p> <ul style="list-style-type: none"> • Optional assessments such as the Bader are used to provide more information and data to teachers. Teachers share these data with families and help parents use the information to plan instruction and to make any necessary changes to ensure ongoing student improvement. • The Online Subscription Package (OSP) provides supports and supplemental online programs. The OSP gives lots of options for trying new programs and finding a good fit. • Free trials of certain online programs are offered so students can see if the program is a good fit before they commit. | |
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Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being

E3.3. Indicator: The school leadership and staff ensure that the multi-tiered support system impacts student success and achievement.

E3.3. Prompt: *Evaluate the extent to which the implementation of the multi-tiered support systems impact student learning and well-being.*

The MTSS Continuum of Supports is available to all students, as needed, to support ongoing student achievement and success. Teachers collect assessment data throughout the school year and use these data to collaborate with parents and students on identifying student needs and implementing any necessary support programs. Resources to support student achievement and intervention are allocated through the LCAP based on reviews of student data and schoolwide goals.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> • The MTSS Continuum of Supports provides access to academic and behavioral support programs, including adjustments to the curricular materials, Reading Horizons, Lively Letters, IXL Math, and a collection of video resources to support student growth in speech, reading, and math skills. Writing interventions are available through the intervention website. • The MTSS Continuum of Supports includes positive behavior strategies to assist students with social-emotional growth. • The SST process is available if students need additional support. Teachers help each other find support programs and make changes to the student’s curricular program or instructional methods. • Through the personalized learning model, students are able to work at their own pace as well as at their individual academic level using materials that work well for their learning styles and goals. • Teachers conduct ongoing monitoring of student achievement and growth. Assessments include student | <ul style="list-style-type: none"> • MTSS continuum of Supports • Academic and Speech Intervention website • SST process • Student and parent choice of curriculum • Vendor list • Supports for English Learners <ul style="list-style-type: none"> ○ English in a Flash • National Honor Society information • Academic Decathlon Flyer, Syllabus, and PowerPoint • High School Information Session flyer (September 2019) |

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| <p>interviews, listening to oral reports, STAR 360, Bader, CAASPP, work samples, and IEP-related assessments. Adjustments can be made as necessary.</p> <ul style="list-style-type: none"> ● Approved school vendors are available to provide students with enriching classes, field trips, and tutoring. ● English Learners are offered virtual ELD instruction classes to develop English language skills. Other supports for English Learners include access to a variety of online programs and strategies to promote English fluency. ● YVCS has an EL Designee that teachers, parents, and students can contact with questions. ● An online tutoring program for students is available through the Online Subscription Package. ● Higher-level educational opportunities available for students to make them competitive in the college process. These include AP classes, concurrent enrollment at community colleges, the National Honor Society, and Academic Decathlon opportunities. ● High school information sessions are held regularly. These sessions provide information about high school expectations, graduation requirements, and planning to support the achievement of post-graduation goals. ● In-person and virtual office hours are available with a Guidance Counselor. | <ul style="list-style-type: none"> ● Guidance Counselor Contact |
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E3.3. Additional Online Instruction Prompt: *Evaluate the extent to which the support system meets the needs of students in the program (e.g., academic and personal counseling, health services), support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of technology and internet.*

The various support programs offered are available to all students based on student need. All students have access to Guidance Counselors who can provide references to community resources to support students’ physical and mental health, as needed. Instructional Funds provide equal access to instructional materials, including technology items.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● All social-emotional, academic, and behavioral supports are available to all students at YVCS, regardless of whether they complete their schoolwork online or offline. This includes access to Guidance Counselors, the SST process, MTSS supports, and co-curricular and extra-curricular activities. ● Instructional Funds accounts are provided for each student and offer access to materials and supplies, vendor-led instruction and tutoring services, and technology. | <ul style="list-style-type: none"> ● MTSS Continuum of Supports ● Guidance Counselors ● Information sessions held by guidance counselors ● OSP Handbook (Online Subscription Package) ● Learning Period meetings |

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| <ul style="list-style-type: none"> ● Supplemental programs are available to all students through the Online Subscription Package. ● High school students are supported through office hours with single-subject teachers. Those working in HQT-led courses have office hours with the HQT for each course. Those completing parent-created coursework have access to office hours with single-subject Content Specialists. ● All high school core subject courses, and a range of elective courses, are A-G-approved to prepare students for the rigor of college and career. ● The Choice Plus Academy program offers hybrid online classes synchronous and asynchronous offline support and assignments. ● The High School Success Coordinator has informational meetings to support teachers and students. ● Teachers assess the success of support services by meeting with students and parents at least once every 20 school days for a Learning Record Meeting, sometimes called a Family Meeting. High school course outlines and the content standards are used as a reference point to gauge progress. At these meetings, all areas of student growth and need are discussed. Teachers verify and support the accurate implementation of any plans and make adjustments as needed. Teachers make additional phone calls, emails, and meetings on an as-needed basis to support the student’s success. | |
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Co-Curricular Activities

E3.4. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.4. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

All students have access to field trips, student social events, and Community Connections activities that are led by YVCS teachers. Students have the option to choose enriching classes and activities through school-approved vendors. Vendor-led opportunities allow students to pursue their interests and develop talents, or to receive in-person instruction in a variety of subject areas.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● The Community Connections activities provide innovative, fun, educational, positive events, and field trips. Events held during the Fall 2019 semester | <ul style="list-style-type: none"> ● Community Connections website ● Community |

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| <p>include ice skating, Impact Day activities (service-learning), game days, a field trip to the Jerseydale Ranch Pumpkin Patch, the Coarsegold Tarantula Festival, a field trip to the Elkhorn Slough, and a craft event at a local assisted living facility.</p> <ul style="list-style-type: none"> ● Students participate in field trips and events throughout the school year. These include a tour of the Waterhouse Animal Hospital, a trip to see “Beethoven the Revolutionary,” a trip to the Central Coast Aquarium, tide-pooling with Nature Track, and a trip to an escape room. ● Math Olympiad is held in the Fresno area. Students attend a series of practice sessions to prepare for the competition in March. ● YVCS students who meet eligibility requirements are invited to participate in the school’s National Junior Honor Society (grades 6-8) or National Honor Society (grades 10-12) chapters. This program exposes students to leadership opportunities, as well as activities to build communication and teamwork skills. ● An Academic Decathlon team (elective course) is available to students in grades 9-12. Students work on presenting speeches and interviewing in preparation for the Academic Decathlon competition each winter. | <p>Connections newsletters</p> <ul style="list-style-type: none"> ● Vendor list ● Field trip calendar ● Student event calendar ● National Honor Society information ● Academic Decathlon Flyer |
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E3.4. Additional Online Instruction Prompt: *Evaluate the school’s processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students’ involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

All YVCS students have the same access to school field trips, Community Connections events, park days and social events, and vendor-led instruction. Staff members have added high school-specific Community Connections events to meet the needs of teen students.

| Findings | Supporting Evidence |
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| <ul style="list-style-type: none"> ● Teachers plan field trips that are offered throughout the school year. All students are invited to attend to participate in enriching activities. ● Events and field trips are posted on the school website. Families sign up for field trips and other events through the Enrichment Ordering System. ● Family liaisons help teachers coordinate field trips and distribute newsletters to inform families of events in the area. ● The Community Connections program provides access to student social events, park days, and field trips. All students are invited to participate, and special high school/teen events have been planned this school year. | <ul style="list-style-type: none"> ● School website ● Field trip calendar ● Student event calendar ● Family Liaisons ● Community Connections website <ul style="list-style-type: none"> ○ Community Connections newsletters ● Academic Decathlon Flyer ● National Honor Society |

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| <ul style="list-style-type: none">● All high school students have access to the Academic Decathlon program.● All students who qualify can join the National Honor Society/National Junior Honor Society chapter. | information |
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ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified major student learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

Yosemite Valley Charter School offers a wide range of programs and resources to assist students and parents in academic, social, and emotional growth. Students have access to various enrichment opportunities, including vendor-led classes, lessons, and tutoring; direct instruction programs; video libraries; and the MTSS Continuum of Supports to promote ongoing academic success and improvement for all students. The National Honor Society and Academic Decathlon offer enhancements to the core curricula program and promote critical-thinking and problem-solving skills. High school students can enrich their school program through AP coursework and concurrent enrollment at community colleges. Extra-curricular activities available to students include Community Connections activities, field trips, and elective courses.

The Homeschool Teachers of Yosemite Valley Charter School offer caring support and encouragement for each student. The HST supports each family with curriculum selections, intervention programs, and other supports to ensure all students can meet their academic goals. Staff members use various formal and informal data to assess student needs and develop action plans to help each student succeed.

The school prides itself on collaboration, and teachers and staff support each other and the students and their parents. Communication is transparent among and between all stakeholder groups. Teachers work together to support each other through small regional groups, adjunct duties, and ongoing professional learning activities.

Prioritize the strengths and areas for growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

1. Yosemite Valley's culture is such that each student is viewed as both important and special. While we do support the students' academic growth within the common core standards for the grade level, we also take a good deal of time to sit down with the parent and the student to develop a truly individualized plan that targets student needs, capitalizes on student strengths, and encourages personal development. The relationship that develops between the parent, the student and the teacher is very special and often extends beyond one calendar year. Our school culture allows students to achieve their potential in areas of strength and gain specialized support in areas of challenge. The end result is a student who can reach their academic potential, achieve their personal goals, and who truly feels loved

and supported by their parent and teacher. Yosemite Valley Charter School provides students of all backgrounds with the opportunity and resources for an ideal education.

2. Teachers are trained to use data to set goals and make plans for student achievement. HSTs help parents and students understand assessment results and use data and reports from various assessments to drive instruction and intervention.
3. The wide variety of curriculum options, extra-curricular programs, and support and intervention opportunities provides resources that meet each student's needs.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

1. Yosemite Valley Charter School has a targeted and supportive culture for all students, however, not all families may be aware of all that is offered. Providing additional opportunities to learn about the many offerings provided to students could be beneficial to the students. This could include a flow chart of support for parents and teachers to review together, a contact list with Yosemite Valley staff listed for particular areas of support, and additional access to community resources available outside of Yosemite Valley's offerings.
2. The school should explore additional community partnerships, especially those such as internships that help students prepare for college and career plans.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Curriculum training for teachers, especially in TK-8, so that they are better able to meet the student's individual learning needs by knowing appropriate curriculum to recommend.
- Better use of LCAP survey results to understand the climate of our school in order to effectively target, reach, and partner with families and students.
- YVCS plans to continue professional development offerings that will focus on the College & Career Anchor Standards, CCSS, and strategies that will inspire integration among and across disciplines to provide access to real-world applications of curriculum topics.
- In order to help students be successful we must make sure that the Learning Coaches/parents understand the requirements that an independent study/ homeschool study program. Before a family makes the educational choice to enroll there should be personal communication explaining the role of a Learning Coach. Families who transfer to Yosemite Valley from a more traditional education setting, often do not understand the significance of their role as Learning Coaches or the commitment and oversight that this setting requires. Families do receive personal calls from their HST and welcome emails, however that takes place after enrollment has been completed.
- Helping families use the interventions more effectively that we provide for struggling students who test in the red or yellow in the STAR360 in reading or math.
- Yosemite Valley Charter School has a targeted and supportive culture for all students, however, not all families may be aware of all that is offered. Providing additional opportunities to learn about the many offerings provided to students could be beneficial to the students. This could include a flow chart of support for parents and teachers to review together, a contact list with Yosemite Valley staff listed for particular areas of support, and additional access to community resources available outside of Yosemite Valley's offerings.
- The school should explore additional community partnerships, especially those such as internships that help students prepare for college and career plans.

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.

YVCS has created a school culture that embraces continuous improvement. Through the use of data from various formal and informal assessments, student demographics, and stakeholder surveys, the school has developed an academic program that supports the needs of students and staff. While the staff members of YVCS are pleased with the growth we have made over the last three years, but we acknowledge that ongoing improvement is needed in several key areas.

Achievement data and reports from the CA School Dashboard indicate areas of need in mathematics, writing, and college and career preparedness. Teachers and administrative staff members have worked to make gains in these areas, but staff members are continuing to refine our processes and procedures to offer additional supports to improve student achievement in literacy, mathematics, and college and career readiness.

Based on these data, the YVCS staff has identified three strands of critical student learner needs: mathematics, writing across the curriculum, and college and career preparedness.

1. Increase access to rigorous coursework and real-world learning experiences to ensure all students are prepared for high school, college, and/or career.
2. Provide consistent support for students in mathematics to increase student access to college and career pathways in science, technology, engineering, and mathematics.
3. Develop and implement a plan to increase reading and writing across the curriculum, including the use of schoolwide rubrics to assess student writing.

The school's focus on increasing participation in all standards-based assessments will provide the data necessary that teachers and administrative staff will use to drive instruction, resource allocation, and the schoolwide decision-making process to ensure the needs of all students are adequately and appropriately met.

The use of achievement and perception data will also assist the YVCS staff in preparing students for college and career. Data will be used to determine student needs and to ensure the school continues to provide rigorous and student-centered coursework that enables each student to meet their post-secondary goals.

Ongoing professional development that is focused on achievement data and resulting student needs will sustain the school's cycle of continuous improvement. Teachers require ongoing professional development to help them identify student needs and to use that information to ensure all students receive a high-quality education that prepares them for their future plans.

Chapter V: Schoolwide Action Plan

- A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.
- B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.
- C. Describe the school's follow-up process, ensuring an ongoing improvement process.

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

Goal 1: Implement the Professional Development plan that is driven by assessment data results. Include opportunities to teach parents how to use progress monitoring tools. Monitor changes in practice as a result of professional training.

| <i>ALIGNS WITH LCAP GOAL #1, #2, and #3</i> | | | |
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| <i>Tasks/Steps</i> | <i>Persons Responsible</i> | <i>Means to Assess</i> | <i>Timeline</i> |
| Continue to develop an annual Comprehensive Professional Development (PD) Plan | Dean of Academics Director of Curriculum Director of Teacher Training Director of Student Achievement and Accountability | Annual Professional Development Calendars | Ongoing |
| Meetings devoted to specific areas of PD need (differentiated instruction, mathematics, cross-curricular literacy) | Dean of Academics Director of Curriculum Director of Student Achievement and Accountability Director of Teacher Training | Teacher PD request survey, align to the PD Plan Attendance lists at all PD Trainings/Meetings Recordings of meetings | Quarterly each year |

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| PD Trainings to include feedback forms | All Staff Director of Teacher Training | Results of feedback for each PD provided | Ongoing |
| Action Plan within each department to implement PD tools and strategies | All Directors Teacher Trainers | Instructional videos/guides for the learning coaches Instructional tools and strategies in online learning environment Snapshots of tools/strategies Professional Learning Communities Differentiated instruction Culturally relevant instruction Schoolwide learner outcomes Increasing collaboration and participation in Zoom Room meetings Department and grade level specific strategies and instruction | Ongoing |
| Professional Learning Communities (PLCS) | Director of Curriculum All Directors overseeing teachers | PD Agenda provides time for such collaboration Learning from Student Work Protocol | Ongoing |
| Implement workshops to support parents in interpreting and using assessment data | Teachers Regional Coordinators Director of Student Achievement and Accountability | Workshop flyers Workshop agendas | Twice-yearly following STAR 360 administration |
| Develop a method for measuring the effectiveness of professional development and its | Director of Student Achievement and Accountability Teacher Trainers | STAR 360 growth trends data CAASPP growth trends data Teacher PD feedback forms | Fall 2019, then ongoing |

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| impact on student learning and achievement | All Directors overseeing teachers | | |
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Goal 2: Develop consistent and measurable instructional expectations across all teachers, learning pathways, and learning programs to ensure students are meeting the high expectations of the essential standards.

| <i>ALIGNS WITH LCAP GOALS #2 and #3</i> | | | |
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| <i>Tasks/Steps</i> | <i>Persons Responsible</i> | <i>Means to Assess</i> | <i>Timeline</i> |
| Ongoing teacher training on the use of the I Can Statements, STAR 360, and student work records to assess progress | Teachers Director of Teacher Training Regional Coordinators All Directors overseeing teachers | STAR 360 I Can Statements Work Records | Ongoing |
| Professional Learning Communities (PLCS) | Director of Curriculum All Directors overseeing teachers Regional Coordinators Teachers | PD Agenda provides time for such collaboration Learning from Student Work Protocol | Ongoing |
| Parent Group meetings (Q & A/best practices discussion about the use of the I Can Statements and Curriculum Maps) | Family Liaisons Teachers | Attendance Sign-Ins Recordings of virtual meetings | Quarterly |

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| Continue to train staff on the use of communication tools in the Parent Portal | All Directors overseeing teachers Teacher Trainers Teachers | Parent Portal Training agendas | Ongoing |
| Continue to engage parents in the use of the Parent Portal | Teachers Family Liaisons | Parent Portal Meeting agendas Recordings of virtual meetings | Ongoing |

Goal 3: Design and implement a comprehensive plan to collect and share assessment results schoolwide.

| <i>ALIGNS WITH LCAP GOALS #1 and 2</i> | | | |
|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------|---------------------|
| <i>Tasks/Steps</i> | <i>Persons Responsible</i> | <i>Means to Assess</i> | <i>Timeline</i> |
| Continue to encourage student participation in all standardized assessments (STAR 360, CAASPP, CAST, PFT) | Teachers | Assessment participation rates | Ongoing |
| Implement a consistent method for sharing assessment results with staff | Regional Coordinators Director of Student Achievement and Accountability | Staff meeting agendas | Spring 2019-ongoing |
| Implement a consistent method for sharing assessment results with parents/guardians and other key stakeholders | Regional Coordinators Teachers Director of Student Achievement and Accountability | Meeting agendas and notes Newsletters | Spring 2019-ongoing |

Yosemite Valley Charter School ACS WASC/CDE Self-Study Report

| | | | |
|----------------------------------------------------------------------------------------------------------|----------------------------------------|-------------------------------------------------------------|---------------------|
| Parent Group meetings (Q&A Discussions about standardized assessments) | Family Liaisons | Attendance sign-in sheets Recordings of virtual meetings | Spring 2019-ongoing |
| PLC - State Testing and Impact (Talking points, networking, state requirements, and impact from testing) | Senior Directors/Regional Coordinators | Attendance sign-in sheets Meeting agenda and notes | Ongoing |

Goal 4: Establish a formal program for connections to college and career opportunities to assist students' transition into high school and postsecondary plans.

| <i>ALIGNS WITH LCAP GOALS #2, #3, and #4</i> | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------|
| <i>Tasks/Steps</i> | <i>Persons Responsible</i> | <i>Means to Assess</i> | <i>Timeline</i> |
| Provide access to Guidance Counselors for 8th grade students to discuss the transition to high school and post-high school plans. | Guidance counselors | Personalized Learning Plans Individualized Graduation Plans High School Transition Video | Ongoing |
| Continue to provide access to the Naviance online program to assist students with career path planning. | Guidance counselors Teachers | Naviance use rates/student rosters | Ongoing |
| Provide annual meetings with Guidance Counselors as an opportunity for students to discuss and update their Individualized Graduation Plans documents. | Guidance counselors Teachers | Individualized Graduation Plans | Ongoing |
| Industry Field Trips | Counselors High School Teachers/Student Advisors | Flyers Attendance lists Survey of interest | Ongoing |

Yosemite Valley Charter School ACS WASC/CDE Self-Study Report

| | | | |
|--------------------------------------------------------------------------------|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Vendor fairs with local businesses | Enrichment Department High School Counselors | Network with school vendors and local businesses Survey school-approved vendors to become job shadow and/or internship program partners Invite high school students for a Meet and Greet | Spring 2019 Then ongoing |
| Provide transition support for students with special needs and their families. | SPED Department | SPED Transitions website Inspire Cares website | 2018-2019 school year, then ongoing |

Goal 5: Create and implement a formal system to quickly identify and support students in danger of failing.

| <i>ALIGNS WITH LCAP GOALS #1, #2, and #3</i> | | | |
|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------|
| <i>Tasks/Steps</i> | <i>Persons Responsible</i> | <i>Means to Assess</i> | <i>Timeline</i> |
| Continue to provide PD to support teachers in interpreting assessment results and using those results to guide and adjust instruction. | Director of Curriculum Director of Student Achievement and Accountability Director of Teacher Training Regional Coordinators Teachers | Meeting Agendas Attendance lists at all PD Trainings/Meetings Recordings of meetings | Quarterly each year |
| Provide targeted, research-based math and ELA support for struggling students through the MTSS | Teachers | STAR 360 assessment results Student progress towards I Can Statements | Ongoing |

Yosemite Valley Charter School ACS WASC/CDE Self-Study Report

| | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <p>Continuum</p> | | <p>Monitor student progress at monthly Learning Period meetings</p> <p>MTSS Continuum of Supports</p> <p>Pathblazer Math, IXL Math, Math Seeds for additional support</p> <p>SST process for those needing additional intervention</p> <p>Structured ELD classes</p> <p>Outstanding Direct Instruction</p> | |
| <p>Teacher Group Meetings (Best Practices discussions/talking points for math and ELA education/supporting students in mathematics and language arts)</p> | <p>Teachers</p> <p>Regional Coordinators</p> | <p>Meeting agendas</p> <p>Notes from meetings stored in Google Drive</p> | <p>Spring 2019 - ongoing</p> |
| <p>Professional Learning Community (PLC) work focused on mathematics and ELA support</p> | <p>Director of Curriculum</p> <p>All Directors overseeing teachers</p> <p>Regional Coordinators</p> | <p>PD Agenda provides time for such collaboration</p> <p>Learning from Student Work Protocol (mathematics, language arts) & PLC meeting notes in Google Drive</p> <p>STAR 360 results (evaluate use of assessment to drive instruction/discuss best practices in this area)</p> | <p>Spring 2019 - ongoing</p> |
| <p>Vendor fairs with math and language arts tutors</p> | <p>Enrichment Department</p> | <p>Network with school-approved vendors who offer mathematics and language arts (reading, writing) tutoring/support programs</p> <p>Vendor lists</p> <p>Event flyers</p> | <p>Fall 2019 - ongoing (annual)</p> |

Yosemite Valley Charter School ACS WASC/CDE Self-Study Report

| | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|----------------------------------|---------------------------------------------------|
| Provide opportunities for families to support their students' education through curriculum choice support, vendor support, and math-focused events (Math Day) | Teachers Enrichment Department | Event flyers Vendor lists | Spring 2019 - ongoing (annual math-focused event) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|----------------------------------|---------------------------------------------------|

Goal 6: Develop and implement a plan to address science lab experimentation and exploration in qualified labs to address lab requirements of the UC system.

| <i>ALIGNS WITH LCAP GOALS #3 and #4</i> | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------------------------------|-----------------|
| <i>Tasks/Steps</i> | <i>Persons Responsible</i> | <i>Means to Assess</i> | <i>Timeline</i> |
| Continue to provide UC-approved wet labs for all A-G science courses | Single-Subject Science Teachers Curriculum Department | Wet lab materials kits Course syllabi and lesson plans for wet labs | Ongoing |
| Provide access to science instruction through school-approved vendors, online curriculum providers, and the Online Subscription Package | Enrichment Department Teachers | Vendor lists Student rosters | Ongoing |

Ongoing Follow-Up Process

We will update our Schoolwide Action Plan based on the ongoing self-study process, as well as the report and recommendations provided by the Visiting Committee.

We plan to integrate the WASC Critical Areas for Follow-Up from the visit into our Schoolwide Action Plan and LCAP documents. The Student/Community Profile and the annual progress reports will be included in the annual LCAP process of review and discussion involving all stakeholders as part of the ongoing school improvement process. Our Schoolwide Action Plan will be aligned with our LCAP document.



Yosemite Valley Charter School

1781 East Fir Avenue, Suite 101, Fresno, CA 93720

Ph (559) 754-1442 | Fax (559) 335-4089

Regular Scheduled Board Meeting - Yosemite Valley Charter School

January 27, 2020 – 5:00 pm

1781 East Fir Avenue, #102, Fresno, CA 93720

Attendance: Dr. Larry Jarocki, Jonna Durst, Trina Short, Debbie de Alba, Carla Moore

Absent: None

Also Present: Dr. Laurie, Steph Johnson, Mariah Jordan

Call to Order:

Larry Jarocki called the meeting to order at 5:40 pm.

Flag Salute:

The flag salute was conducted.

Approval of the Agenda:

Jonna Durst motioned to approve the agenda, Carla Moore seconded.

-Unanimous. 5:05 pm

Public Comments:

None

Principal's Report:

The Principal updated the board on LCAP Update, Academic Progress, January PD Meeting, Directors and Officers Insurance Deductible, Form 700s and SB 126.



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Discussion and Potential Action on the November Board Meeting Minutes:

Carla Moore motioned to approve the November Board Meeting Minutes. Debbie de Alba seconded.

-Unanimous.

Discussion and Potential Action on November – December Financials:

Trina Short motioned to approve the November – December Financials. Jonna Durst seconded.

-Unanimous.

Discussion and Potential Action on the 2018 – 2019 Audit Report:

Trina Short motioned to approve the 2018 – 2019 Audit Report. Debbie de Alba seconded.

-Unanimous.

Review of Credit Card Purchases by the Principal:

Trina Short motioned to approve the Credit Card Purchases by the Principal. Jonna Durst seconded.

-Unanimous.

Discussion and Potential Action on the Conflict of Interest Code:

Debbie de Alba motioned to approve the Conflict of Interest Code. Jonna Durst seconded.

-Unanimous.



Yosemite Valley Charter School

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Discussion and Potential Action on the Anti-Harassment / Discrimination / Intimidation / Bullying / Retaliation Policy:

Trina Short motioned to approve the Anti-Harassment / Discrimination / Intimidation / Bullying / Retaliation Policy. Jonna Durst seconded.

-Unanimous.

Discussion and Potential Action on the Residency Policy:

The board would like to table this discussion for further clarification. Please see item 22.

Jonna Durst motioned to Table. Larry Jarocki seconded.

-Unanimous.

Discussion and Potential Action on the Kindergarten and Transitional Kindergarten Policy:

Debbie de Alba motioned to approve the Kindergarten and Transitional Kindergarten Policy. Trina Short seconded.

-Unanimous.

Discussion and Potential Action on the Foster Youth Policy:

Debbie de Albda motioned to approve the Foster Youth Policy. Carla Moore seconded.

-Unanimous.

Discussion and Potential Action on the Transgender and Gender Nonconforming Students Policy:

Carla Moore motioned to approve the Transgender and Gender Nonconforming Students Policy. Trina Short seconded.

-Unanimous.



Yosemite Valley Charter School

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Discussion and Potential Action on the Induction Policy:

Jonna Durst motioned to approve the Induction Policy. Debbie de Alba seconded.

-Unanimous.

Discussion and Potential Action on the School Closure Policy:

Trina Short motioned to approve the School Closure Policy. Carla Moore seconded.

-Unanimous.

Discussion and Potential Action on the Educational Materials and Restitution Policy:

Debbie de Alba motioned to approve the Educational Materials and Restitution Policy. Jonna Durst seconded.

-Unanimous.

Discussion and Potential Action on the Healthy Youth Act Curriculum:

Trina Short motioned to approve the Healthy Youth Act Curriculum. Larry Jarocki seconded.

-Unanimous.

Discussion and Potential Action on the Master Agreement:

Jonna Durst motioned to approve the Master Agreement. Debbie de Alba seconded.

-Unanimous.

Discussion and Potential Action on the Board Meeting Calendar:

Debbie de Alba motioned to approve the Board Meeting Calendar. Trina Short seconded.

-Unanimous.



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Board of Directors Requests:

Item #12 Discussion and Potential Action on the Residency Policy:

- 6ab - Wording needs to clarify 6-month transition period. Currently states that students in 9-12th grade can stay enrolled to complete high school. If the student is a Freshman than that is more than a 6-month period.
- How does this work for SPED services if a military family that has moved and the student has an IEP?
- The board would like to see an actual date listed (ie. 6 months from move date).

Announcement of Next Regular Scheduled Board Meeting

The next Regular Scheduled Board Meeting is February 20, 2020.

Adjournment

Debbie de Alba motioned to adjourn the meeting at 6:09 pm. Jonna Durst seconded.

-Unanimous.

Prepared by:
Bryanna Brossman

Noted by:

Board Secretary



Yosemite Valley Charter School

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Special Board Meeting - Yosemite Valley Charter School

February 3, 2020 – 5:00 pm

1781 East Fir Avenue, #102, Fresno, CA 93720

Attendance: Jonna Durst, Debbie de Alba, Trina Short, Larry Jarocki (Teleconference)

Absent: Carla Moore

Also Present: Laurie Goodman, Mariah Jordan

Call to Order:

Larry Jarocki called the meeting to order at 5:09 pm.

Flag Salute:

The Flag Salute was conducted.

Approval of the Agenda:

Trina Short motioned to approve the agenda. Debbie de Alba seconded.

-Unanimous.

Public Comments:

None.

Discussion and Potential Action on the School Accountability Report Card (SARC):

Debbie de Alba motioned to approve the School Accountability Report Card (SARC). Jonna Durst seconded.

-Unanimous.

Adjournment:

Jonna Durst motioned to adjourn the meeting at 5:15 pm. Trina Short seconded.

-Unanimous.



Yosemite Valley Charter School

1781 East Fir Avenue, Suite 101, Fresno, CA 93720

Ph (559) 754-1442 | Fax (559) 335-4089

Prepared by:
Bryanna Brossman

Noted by:

Board Secretary



Yosemite Valley Charter School

Monthly Financial Presentation – January 2020

2nd Interim Report

YOSEMITE - Highlights

- Year-to-date overall expenses are favorable.
- The 40/80% rule and the Pupil:Teacher Ratio comply with SB740 requirements:

| Pupil:Teacher Ratio | |
|---------------------|----|
| 23.14 | :1 |

| Cert. | Class. |
|---------|--------|
| 42.1% | 80.0% |
| 459,722 | 7,668 |

- Ending annual surplus is forecasted as positive at \$2.54MM.

YOSEMITE - Revenue

- December forecasted total revenue was based on 2173 ADA.
- Current forecasted to revenue is based on 2176 ADA.
- Main YTD variance due to timing of In Lieu and Special Education.

| | <i>Year-to-Date</i> | | | <i>Annual/Full Year</i> | | |
|----------------------|---------------------|---------------------|---------------------|-------------------------|----------------------|-------------------|
| | Actual | Budget | Fav/(Unf) | Forecast | Budget | Fav/(Unf) |
| Revenue | | | | | | |
| State Aid-Rev Limit | \$ 7,801,965 | \$ 7,975,854 | \$ (173,889) | \$ 20,068,723 | \$ 19,297,773 | \$ 770,950 |
| Federal Revenue | - | - | - | 222,272 | 222,272 | - |
| Other State Revenue | 492,077 | 667,070 | (174,994) | 1,656,966 | 1,557,346 | 99,620 |
| Other Local Revenue | 30,245 | - | 30,245 | 30,245 | - | 30,245 |
| Total Revenue | \$ 8,324,287 | \$ 8,642,924 | \$ (318,637) | \$ 21,978,205 | \$ 21,077,391 | \$ 900,815 |

YOSEMITE - Expenses

- Overall expenses are favorable year-to-date.
- Salary forecast based on payroll through 1/31.

| Expenses | Year-to-Date | | | Annual/Full Year | | |
|-----------------------|----------------------|----------------------|-------------------|----------------------|----------------------|---------------------|
| | Actual | Budget | Fav/(Unf) | Forecast | Budget | Fav/(Unf) |
| Certificated Salaries | \$ 3,901,212 | \$ 3,969,149 | \$ 67,936 | \$ 6,748,219 | \$ 6,804,255 | \$ 56,036 |
| Classified Salaries | 162,361 | 35,583 | (126,778) | 306,679 | 61,000 | (245,679) |
| Benefits | 1,054,011 | 1,100,992 | 46,980 | 1,890,323 | 1,890,242 | (81) |
| Books and Supplies | 1,178,506 | 1,482,162 | 303,655 | 3,009,946 | 2,779,024 | (230,922) |
| Subagreement Services | 3,220,308 | 2,886,779 | (333,529) | 5,560,717 | 6,121,183 | 560,466 |
| Operations | 46,569 | 55,536 | 8,967 | 84,243 | 95,204 | 10,962 |
| Facilities | 6,582 | 171,446 | 164,864 | 6,582 | 293,907 | 287,325 |
| Professional Services | 692,469 | 1,097,264 | 404,795 | 1,627,503 | 2,391,273 | 763,770 |
| Depreciation | - | - | - | - | - | - |
| Interest | 121,327 | 186,650 | 65,323 | 205,962 | 271,400 | 65,438 |
| Total Expenses | \$ 10,383,346 | \$ 10,985,560 | \$ 602,214 | \$ 19,440,173 | \$ 20,707,489 | \$ 1,267,316 |

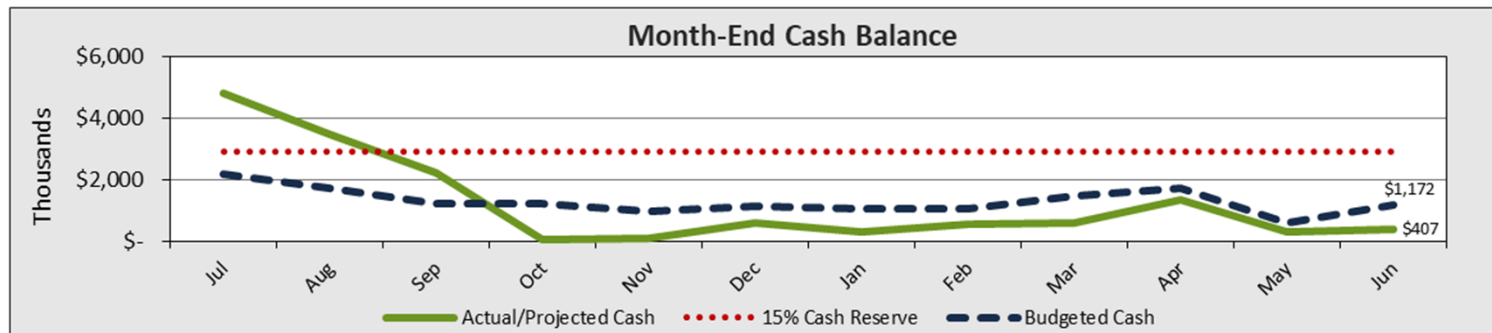
YOSEMITE - Fund Balance

- YTD (Deficit) due to timing of revenue.

| | <i>Year-to-Date</i> | | | <i>Annual/Full Year</i> | | |
|----------------------------------|-----------------------|-----------------------|------------|-------------------------|-------------------|--------------|
| | Actual | Budget | Fav/(Unf) | Forecast | Budget | Fav/(Unf) |
| Total Surplus(Deficit) | \$ (2,059,060) | \$ (2,342,636) | \$ 283,576 | \$ 2,538,032 | \$ 369,902 | \$ 2,168,131 |
| Beginning Fund Balance | <u>348,273</u> | <u>348,273</u> | | <u>348,273</u> | <u>348,273</u> | |
| Ending Fund Balance | <u>\$ (1,710,787)</u> | <u>\$ (1,994,363)</u> | | <u>\$ 2,886,305</u> | <u>\$ 718,175</u> | |
| <i>As a % of Annual Expenses</i> | -8.8% | -9.6% | | 14.8% | 3.5% | |

YOSEMITE - Cash Balance

- Cash Balance remains positive at year end.
- Cash decreases at year end as RAN funds are repaid.



YOSEMITE - Compliance Reporting



| Area | Due Date | Description | Completed By | Board Must Approve | Signature Required |
|-----------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------|--------------------|
| FINANCE | Feb-20 | Certification of the First Principal Apportionment - The Principal Apportionment includes funding for the Local Control Funding Formula, the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The First Principal Apportionment (P-1), certified by February 20, is based on the first period data that LEAs report to CDE in November through January. P-1 supersedes the Advance Apportionment calculations and establishes each LEA's monthly state aid payment for February through May. | Charter Impact | No | Yes |
| FINANCE | Mar-15 | 2nd Interim Financial Report - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report is due December 15 for the period ending October 31. The second is due March 15 for the period ending January 31 | Charter Impact | Yes | Yes |
| DATA TEAM | Mar-20 | CALPADS - Fall 2 amendment deadline - Please be mindful that Level-2 certification within CALPADS means that these data have been reviewed and approved by your superintendent or IRC administrator. Failure to properly review and amend these data in CALPADS within the allotted amendment window will result in the improper certification of official Fall 2 data within CALPADS, which can impact a number of things, including LCFF funding, student course enrollments, staff assignments and English learner education services. | Yosemite Valley | No | No |
| FINANCE | Mar-20 | El Dorado SELPA Pre-Test for Year-End Maintenance of Effort (Special Education) - Report due to Charter school's SELPA. Maintenance of Effort (MOE) is a requirement that you spend each year at least what you spent last year in the area of special education (with some exceptions). If you reduce your special education budget (or expenditures) in a given year, you need to be careful to ensure that you have met the MOE requirement. This does not mean you can't reduce costs, but you must do so within the guidelines of federal MOE. | Charter Impact | No | No |

YOSEMITE - Appendix

- Monthly Cash Flow / Forecast 19-20
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Due (To)/From All Inspire School Locations
- AP Aging

Yosemite Valley Charter School

Monthly Cash Flow/Forecast FY19-20

Revised 2/17/20



| | Jul-19 | Aug-19 | Sep-19 | Oct-19 | Nov-19 | Dec-19 | Jan-20 | Feb-20 | Mar-20 | Apr-20 | May-20 | Jun-20 | Year-End Accruals | Annual Forecast | Original Budget Total | Favorable / (Unfav.) |
|---------------------------------------------|------------------|--------------------|--------------------|--------------------|------------------|------------------|------------------|------------------|------------------|------------------|--------------------|------------------|-------------------|-------------------|-----------------------|----------------------|
| ADA = 2175.60 | | | | | | | | | | | | | | | | |
| Facilities, Repairs and Other Leases | | | | | | | | | | | | | | | | |
| 5601 Rent | 25,674 | 16,996 | 24,744 | (101,765) | 34,351 | - | - | - | - | - | - | - | - | 0 | 230,220 | 230,220 |
| 5602 Additional Rent | - | - | - | 1,000 | - | - | - | - | - | - | - | - | - | 1,000 | 63,688 | 62,688 |
| 5604 Other Leases | - | - | - | - | 1,025 | 2,182 | 2,375 | - | - | - | - | - | - | 5,582 | - | (5,582) |
| | 25,674 | 16,996 | 24,744 | (100,765) | 35,376 | 2,182 | 2,375 | - | - | - | - | - | - | 6,582 | 293,907 | 287,325 |
| Professional/Consulting Services | | | | | | | | | | | | | | | | |
| 5801 IT | - | - | - | 663 | - | - | - | - | - | - | - | - | - | 663 | 401 | (262) |
| 5802 Audit & Taxes | - | - | - | - | - | - | 5,400 | - | - | - | - | - | - | 5,400 | 9,162 | 3,762 |
| 5803 Legal | 19,618 | 390 | 1,903 | 588 | 3,312 | - | 3,118 | 4,633 | 4,633 | 4,633 | 4,633 | 4,633 | - | 52,092 | 53,768 | 1,676 |
| 5804 Professional Development | 2,819 | 37,272 | - | - | (8,618) | 294 | - | 1,893 | 1,893 | 1,893 | 1,893 | 1,893 | - | 41,231 | 112,929 | 71,698 |
| 5805 General Consulting | 87,039 | (26,960) | (5,098) | 1,900 | 1,296 | 1,250 | (329) | 1,224 | 1,224 | 1,224 | 1,224 | 1,224 | - | 65,219 | 77,540 | 12,321 |
| 5806 Special Activities/Field Trips | 21,164 | 22,645 | 41,872 | 18,978 | 6,845 | 1,947 | 3,502 | 4,725 | 5,563 | 5,295 | 3,851 | 2,894 | 4,448 | 143,729 | 781,741 | 638,013 |
| 5807 Bank Charges | - | - | - | - | 15 | 193 | 203 | 78 | 78 | 78 | 78 | 78 | - | 803 | 1,949 | 1,146 |
| 5808 Printing | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 1,180 | 1,180 |
| 5809 Other taxes and fees | 495 | 872 | - | 535 | 594 | 1,027 | (2,011) | 868 | 868 | 868 | 868 | 868 | - | 5,851 | 21,793 | 15,942 |
| 5811 Management Fee | 1,818 | 32,934 | 153,973 | 62,740 | 62,740 | 62,740 | 62,740 | 52,544 | 52,544 | 52,544 | 52,544 | 52,544 | - | 702,405 | 737,709 | 35,303 |
| 5812 District Oversight Fee | - | - | - | - | - | - | - | - | - | - | - | - | 602,062 | 602,062 | 578,933 | (23,128) |
| 5815 Public Relations/Recruitment | 8,300 | - | - | - | - | - | (250) | - | - | - | - | - | - | 8,050 | 14,168 | 6,118 |
| | 141,254 | 67,153 | 192,650 | 85,403 | 66,185 | 67,451 | 72,373 | 65,964 | 66,802 | 66,534 | 65,091 | 64,134 | 606,510 | 1,627,503 | 2,391,273 | 763,770 |
| Interest | | | | | | | | | | | | | | | | |
| 7438 Interest Expense | 16,789 | 16,789 | 16,789 | 18,995 | 17,249 | 17,584 | 17,134 | 17,134 | 17,134 | 16,789 | 16,789 | 16,789 | - | 205,962 | 271,400 | 65,438 |
| | 16,789 | 16,789 | 16,789 | 18,995 | 17,249 | 17,584 | 17,134 | 17,134 | 17,134 | 16,789 | 16,789 | 16,789 | - | 205,962 | 271,400 | 65,438 |
| Total Expenses | 928,916 | 1,140,402 | 1,917,990 | 1,565,046 | 1,476,939 | 1,644,718 | 1,709,334 | 1,632,085 | 1,713,044 | 1,682,509 | 1,534,006 | 1,435,562 | 1,059,621 | 19,440,173 | 20,707,489 | 1,267,316 |
| Monthly Surplus (Deficit) | (876,960) | (247,841) | (1,103,090) | 113,122 | (8,997) | (138,850) | 203,558 | 231,233 | 552,945 | 707,303 | 620,847 | 774,858 | 1,709,906 | 2,538,032 | 369,901 | 2,168,131 |
| Cash Flow Adjustments | | | | | | | | | | | | | | | | |
| Monthly Surplus (Deficit) | (876,960) | (247,841) | (1,103,090) | 113,122 | (8,997) | (138,850) | 203,558 | 231,233 | 552,945 | 707,303 | 620,847 | 774,858 | 1,709,906 | 2,538,032 | | |
| Cash flows from operating activities | | | | | | | | | | | | | | | | |
| Depreciation/Amortization | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Public Funding Receivables | 2,633,752 | 283,174 | (814,900) | (717,901) | 1,623,106 | - | - | 150,852 | - | - | - | - | (2,769,527) | 388,556 | | |
| Grants and Contributions Rec. | - | - | - | - | - | - | 108,156 | - | - | - | - | - | - | 108,156 | | |
| Due To/From Related Parties | 427,195 | (1,374,224) | 743,831 | (1,623,252) | (245,568) | 1,049,528 | (448,580) | (128,108) | (472,219) | 11,948 | 14,319 | 991,116 | - | (1,054,013) | | |
| Prepaid Expenses | (3,470) | (20,942) | 930 | (13,551) | 41,085 | (2,006,554) | 339,005 | - | - | - | - | - | - | (1,663,497) | | |
| Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Accounts Payable | (485,883) | 40,225 | 47,218 | (17,052) | 21,263 | (115,266) | 206,582 | - | - | - | - | - | 1,059,621 | 756,707 | | |
| Accrued Expenses | 224,155 | (12,260) | (126,079) | (460,588) | (1,343,796) | 1,692,348 | (710,183) | - | - | - | - | - | - | (736,402) | | |
| Other Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Cash flows from investing activities | | | | | | | | | | | | | | | | |
| Purchases of Prop. And Equip. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Notes Receivable | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Cash flows from financing activities | | | | | | | | | | | | | | | | |
| Proceeds from Debt | 4,521,311 | 16,789 | 16,789 | 571,789 | 16,789 | 16,789 | 16,789 | 16,789 | 16,789 | 16,789 | 16,789 | 16,789 | - | 5,260,990 | | |
| Payments on Debt | (1,822,284) | - | - | (20,833) | (41,666) | (20,833) | (20,833) | (20,833) | (20,833) | - | (1,692,759) | (1,692,759) | - | (5,353,634) | | |
| Total Change in Cash | 4,617,816 | (1,315,079) | (1,235,302) | (2,168,266) | 62,215 | 477,161 | (305,506) | 249,933 | 76,681 | 736,040 | (1,040,803) | 90,004 | | | | |
| Cash, Beginning of Month | 161,616 | 4,779,432 | 3,464,353 | 2,229,051 | 60,785 | 123,000 | 600,161 | 294,655 | 544,589 | 621,270 | 1,357,310 | 316,507 | | | | |
| Cash, End of Month | 4,779,432 | 3,464,353 | 2,229,051 | 60,785 | 123,000 | 600,161 | 294,655 | 544,589 | 621,270 | 1,357,310 | 316,507 | 406,511 | | | | |

| Cert. | Class. |
|---------|--------|
| 42.1% | 80.0% |
| 459,722 | 7,668 |

| Pupil:Teacher Ratio |
|---------------------|
| 23.14 :1 |

Yosemite Valley Charter School

Budget vs Actual

For the period ended January 31, 2020

| | Current Period Actual | Current Period Budget | Current Period Variance | Current Year Actual | YTD Budget | YTD Budget Variance | Total Budget |
|-----------------------------------------------------------|-----------------------|-----------------------|-------------------------|---------------------|---------------------|---------------------|----------------------|
| Revenues | | | | | | | |
| State Aid - Revenue Limit | | | | | | | |
| LCFF State Aid | \$ 1,466,820 | \$1,467,419 | \$ (599) | \$ 7,497,080 | \$ 7,500,141 | \$ (3,061) | \$ 18,317,656 |
| Education Protection Account | 93,588 | - | 93,588 | 187,176 | 187,176 | - | 420,850 |
| State Aid - Prior Year | - | - | - | (51) | - | (51) | - |
| In Lieu of Property Taxes | - | 39,798 | (39,798) | 117,760 | 288,536 | (170,776) | 559,268 |
| Total State Aid - Revenue Limit | 1,560,408 | 1,507,217 | 53,191 | 7,801,965 | 7,975,854 | (173,889) | 19,297,773 |
| Special Education - Entitlement | - | - | - | - | - | - | 222,272 |
| Other State Revenue | | | | | | | |
| State Special Education | 352,484 | 87,219 | 265,265 | 450,396 | 533,007 | (82,611) | 1,089,475 |
| Mandated Cost | - | - | - | 38,604 | 38,604 | 0 | 38,604 |
| State Lottery | - | 95,460 | (95,460) | - | 95,460 | (95,460) | 429,267 |
| Prior Year Revenue | - | - | - | 3,077 | - | 3,077 | - |
| Total Other State Revenue | 352,484 | 182,679 | 169,805 | 492,077 | 667,070 | (174,994) | 1,557,346 |
| Other Local Revenue | | | | | | | |
| Interest Revenue | - | - | - | 1,529 | - | 1,529 | - |
| School Fundraising | - | - | - | 28,716 | - | 28,716 | - |
| Total Other Local Revenue | - | - | - | 30,245 | - | 30,245 | - |
| Total Revenues | \$ 1,912,892 | \$1,689,896 | \$ 222,996 | \$ 8,324,287 | \$ 8,642,924 | \$ (318,637) | \$ 21,077,391 |
| Expenses | | | | | | | |
| Certificated Salaries | | | | | | | |
| Teachers' Salaries | \$ 431,109 | \$ 437,313 | \$ 6,203 | \$ 2,956,167 | \$ 3,061,188 | \$ 105,021 | \$ 5,247,750 |
| Teachers' Extra Duty/Stipends | 75,647 | 96,209 | 20,561 | 410,515 | 673,461 | 262,947 | 1,154,505 |
| Pupil Support Salaries | 31,612 | - | (31,612) | 268,768 | - | (268,768) | - |
| Administrators' Salaries | 24,467 | 33,500 | 9,033 | 218,380 | 234,500 | 16,120 | 402,000 |
| Other Certificated Salaries | 6,769 | - | (6,769) | 47,382 | - | (47,382) | - |
| Total Certificated Salaries | 569,605 | 567,021 | (2,583) | 3,901,212 | 3,969,149 | 67,936 | 6,804,255 |
| Classified Salaries | | | | | | | |
| Instructional Salaries | 18,841 | 5,083 | (13,758) | 87,870 | 35,583 | (52,287) | 61,000 |
| Support Salaries | 12,522 | - | (12,522) | 74,491 | - | (74,491) | - |
| Total Classified Salaries | 31,363 | 5,083 | (26,280) | 162,361 | 35,583 | (126,778) | 61,000 |
| Benefits | | | | | | | |
| State Teachers' Retirement System, certificated positions | 98,514 | 94,693 | (3,822) | 550,319 | 662,848 | 112,529 | 1,136,311 |
| OASDI/Medicare/Alternative, certificated positions | 2,094 | 315 | (1,779) | 10,515 | 2,206 | (8,309) | 3,782 |
| Medicare/Alternative, certificated positions | 8,389 | 8,296 | (93) | 56,832 | 58,069 | 1,237 | 99,546 |
| Health and Welfare Benefits, certificated positions | 54,266 | 42,083 | (12,183) | 339,507 | 294,583 | (44,923) | 505,000 |
| State Unemployment Insurance, certificated positions | 19,473 | 12,373 | (7,101) | 54,661 | 27,220 | (27,441) | 49,490 |
| Workers' Compensation Insurance, certificated positions | 5,338 | 8,009 | 2,672 | 41,324 | 56,066 | 14,742 | 96,114 |
| Other Benefits, certificated positions | - | - | - | 855 | - | (855) | - |
| Total Benefits | 188,075 | 165,769 | (22,306) | 1,054,011 | 1,100,992 | 46,980 | 1,890,242 |
| Books & Supplies | | | | | | | |
| Textbooks and Core Materials | - | - | - | - | 18,263 | 18,263 | 18,263 |
| Books and Reference Materials | - | - | - | - | 134,013 | 134,013 | 134,013 |
| School Supplies | 152,437 | 158,291 | 5,854 | 1,116,436 | 860,711 | (255,725) | 1,766,871 |
| Software | 22,604 | 41,294 | 18,690 | 45,053 | 289,059 | 244,006 | 495,530 |
| Office Expense | 1,359 | 2,242 | 883 | 8,722 | 15,694 | 6,973 | 26,905 |
| Business Meals | (133) | 35 | 168 | 404 | 246 | (158) | 422 |
| Noncapitalized Equipment | - | 30,193 | 30,193 | 7,891 | 164,176 | 156,284 | 337,021 |
| Total Books & Supplies | 176,267 | 232,056 | 55,788 | 1,178,506 | 1,482,162 | 303,655 | 2,779,024 |
| Subagreement Services | | | | | | | |
| Special Education | 148,091 | 79,486 | (68,605) | 500,210 | 556,403 | 56,194 | 953,834 |
| Other Educational Consultants | 291,459 | 245,781 | (45,678) | 1,277,582 | 1,336,439 | 58,857 | 2,743,449 |
| Instructional Services | 206,146 | 194,338 | (11,808) | 1,442,516 | 993,936 | (448,579) | 2,423,900 |
| Total Subagreement Services | 645,696 | 519,605 | (126,091) | 3,220,308 | 2,886,779 | (333,529) | 3,697,283 |

Yosemite Valley Charter School

Budget vs Actual

For the period ended January 31, 2020

| | Current Period Actual | Current Period Budget | Current Period Variance | Current Year Actual | YTD Budget | YTD Budget Variance | Total Budget |
|------------------------------------------|-----------------------|-----------------------|-------------------------|-----------------------|----------------------|---------------------|----------------------|
| Operations & Housekeeping | | | | | | | |
| Auto and Travel | 55 | 2,829 | 2,774 | 4,159 | 19,802 | 15,643 | 33,946 |
| Dues & Memberships | 454 | 164 | (290) | 1,524 | 1,145 | (379) | 1,963 |
| Insurance | 5,937 | 4,162 | (1,775) | 40,861 | 29,135 | (11,726) | 49,946 |
| Janitorial Services | - | 47 | 47 | - | 328 | 328 | 562 |
| Communications | - | 264 | 264 | - | 1,849 | 1,849 | 3,169 |
| Postage and Shipping | - | 468 | 468 | 26 | 3,277 | 3,252 | 5,619 |
| Total Operations & Housekeeping | 6,446 | 7,934 | 1,488 | 46,569 | 55,536 | 8,967 | 95,204 |
| Facilities, Repairs & Other Leases | | | | | | | |
| Rent | - | 19,185 | 19,185 | - | 134,295 | 134,295 | 230,220 |
| Additional Rent | - | 5,307 | 5,307 | 1,000 | 37,151 | 36,151 | 63,688 |
| Other Leases | 2,375 | - | (2,375) | 5,582 | - | (5,582) | - |
| Total Facilities, Repairs & Other Leases | 2,375 | 24,492 | 22,117 | 6,582 | 171,446 | 164,864 | 293,907 |
| Professional/Consulting Services | | | | | | | |
| IT | - | 33 | 33 | 663 | 234 | (429) | 401 |
| Audit & Taxes | 5,400 | - | (5,400) | 5,400 | 9,162 | 3,762 | 9,162 |
| Legal | 3,118 | 4,481 | 1,363 | 28,929 | 31,365 | 2,435 | 53,768 |
| Professional Development | - | 9,411 | 9,411 | 31,767 | 65,875 | 34,108 | 112,929 |
| General Consulting | (329) | 6,462 | 6,791 | 59,098 | 45,231 | (13,867) | 77,540 |
| Special Activities/Field Trips | 3,502 | 70,035 | 66,533 | 116,954 | 380,816 | 263,863 | 781,741 |
| Bank Charges | 203 | 162 | (40) | 410 | 1,137 | 726 | 1,949 |
| Printing | - | 98 | 98 | - | 689 | 689 | 1,180 |
| Other Taxes and Fees | (2,011) | 1,816 | 3,827 | 1,513 | 12,713 | 11,200 | 21,793 |
| Management Fee | 62,740 | 59,146 | (3,594) | 439,685 | 302,502 | (137,183) | 737,709 |
| District Oversight Fee | - | 45,217 | 45,217 | - | 239,276 | 239,276 | 578,933 |
| Public Relations/Recruitment | (250) | 1,181 | 1,431 | 8,050 | 8,265 | 215 | 14,168 |
| Total Professional/Consulting Services | 72,373 | 198,042 | 125,669 | 692,469 | 1,097,264 | 404,795 | 2,391,273 |
| Interest | | | | | | | |
| Interest Expense | 17,134 | 16,950 | (184) | 121,327 | 186,650 | 65,323 | 271,400 |
| Total Interest | 17,134 | 16,950 | (184) | 121,327 | 186,650 | 65,323 | 271,400 |
| Total Expenses | \$ 1,709,334 | \$1,736,952 | \$ 27,618 | \$ 10,383,346 | \$ 10,985,560 | \$ 602,214 | \$ 18,283,589 |
| Change in Net Assets | 203,558 | (47,056) | 250,614 | (2,059,060) | (2,342,636) | 283,576 | 2,793,801 |
| Net Assets, Beginning of Period | (1,914,345) | | | 348,273 | | | |
| Net Assets, End of Period | \$ (1,710,787) | | | \$ (1,710,787) | | | |

Yosemite Valley Charter School

Statement of Financial Position

January 31, 2020

| | Current Balance | Beginning Year Balance | YTD Change | YTD % Change |
|-----------------------------------------|---------------------|------------------------|--------------------|--------------|
| Assets | | | | |
| Current Assets | | | | |
| Cash & Cash Equivalents | \$ 294,656 | \$ 161,616 | \$ 133,040 | 82% |
| Accounts Receivable | 150,852 | 3,217,834 | (3,066,981) | -95% |
| Public Funding Receivable | - | 48,406 | (48,406) | -100% |
| Due To/From Related Parties | 1,730,972 | 259,904 | 1,471,069 | 566% |
| Prepaid Expenses | 1,696,860 | 30,557 | 1,666,303 | 5453% |
| Total Current Assets | 3,873,341 | 3,718,316 | 155,025 | 4% |
| Long-Term Assets | | | | |
| Deposits | 26,637 | 26,637 | - | 0% |
| Total Long Term Assets | 26,637 | 26,637 | - | 0% |
| Total Assets | \$ 3,899,978 | \$ 3,744,953 | \$ 155,025 | 4% |
| Liabilities | | | | |
| Current Liabilities | | | | |
| Accounts Payable | \$ 208,950 | \$ 509,058 | \$ (300,108) | -59% |
| Accrued Liabilities | 59,724 | 2,637,622 | (2,577,898) | -98% |
| Notes Payable, Current Portion | 5,217,091 | 125,000 | 5,092,091 | 4074% |
| Total Current Liabilities | 5,485,764 | 3,271,680 | 2,214,084 | 68% |
| Long-Term Liabilities | | | | |
| Notes Payable, Net of Current Portion | 125,000 | 125,000 | - | 0% |
| Total Long-Term Liabilities | 125,000 | 125,000 | - | 0% |
| Total Liabilities | 5,610,764 | 3,396,680 | 2,214,084 | 65% |
| Total Net Assets | (1,710,787) | 348,273 | (2,059,060) | -591% |
| Total Liabilities and Net Assets | \$ 3,899,978 | \$ 3,744,953 | \$ 155,025 | 4% |

Yosemite Valley Charter School

Statement of Cash Flows

For the period ended January 31, 2020

| | Month Ended 01/31/20 | YTD Ended 01/31/20 |
|--------------------------------------------------------------------------------------------|-------------------------|-----------------------|
| Cash Flows from Operating Activities | | |
| Change in Net Assets | \$ 203,558 | \$ (2,059,060) |
| Adjustments to reconcile change in net assets to net cash flows from operating activities: | | |
| Depreciation | - | - |
| Decrease/(Increase) in Operating Assets: | | |
| Public Funding Receivable | - | 48,406 |
| Grants, Contributions & Pledges Receivable | 108,156 | 3,066,981 |
| Due from Related Parties | (448,580) | (1,471,069) |
| Prepaid Expenses | 339,005 | (1,666,303) |
| Other Assets | - | - |
| (Decrease)/Increase in Operating Liabilities: | | |
| Accounts Payable | 206,582 | (300,108) |
| Accrued Expenses | (710,183) | (2,577,898) |
| Deferred Revenue | - | - |
| Other Liabilities | - | - |
| Total Cash Flows from Operating Activities | (301,461) | (4,959,051) |
| Cash Flows from Investing Activities | | |
| Purchase of Property & Equipment | - | - |
| Total Cash Flows from Investing Activities | - | - |
| Cash Flows from Financing Activities | | |
| Proceeds from Factoring | - | - |
| Proceeds from (payments on) Long-Term Debt | (4,044) | 5,092,091 |
| Total Cash Flows from Financing Activities | (4,044) | 5,092,091 |
| Change in Cash & Cash Equivalents | (305,506) | 133,040 |
| Cash & Cash Equivalents, Beginning of Period | 600,161 | 161,616 |
| Cash and Cash Equivalents, End of Period | \$ 294,656 | \$ 294,656 |

Yosemite Valley Charter School

Due (To)/From All Inspire Charter School Locations

For the period ended January 31, 2020

| | Account Balance |
|-----------------------------------------------|-----------------------------------|
| Due (to)/from Inspire LA | \$ (205,588) |
| Due (to)/from Cabrillo Point Academy | (206,388) |
| Due (to)/from Feather River Charter School | 14,319 |
| Due (to)/from Blue Ridge Academy | (18,735) |
| Due (to)/from Winship Community School | 4,961 |
| Due (to)/from Clarksville Charter School | (130) |
| Due (to)/from Pacific Coast Academy | 1,126 |
| Due (to)/from Inspire Charter Services | 4,400,953 |
| Due (to)/from Inspire Foundation | 1,008,097 |
| Due (to)/from Heartland Charter School | (409,838) |
| Due (to)/from Granite Mountain Charter School | (392,931) |
| Due (to)/from Lake View Charter School | 27,781 |
| Due (to)/from Mission Vista Academy | (1,128,108) |
| Due (to)/from Monarch River Academy | (1,371,537) |
| Due (to)/from The Cottonwood School | 5,146 |
| Due (to)/from Triumph Academy | 1,841 |
| | <hr/> |
| Total Due (to)/from Balance | <u><u>\$ 1,730,972</u></u> |

Yosemite Valley Charter School

Accounts Payable Aging

January 31, 2020

| Vendor Name | Invoice/Credit Number | Invoice Date | Date Due | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past Due | Total |
|-----------------------------------|-----------------------|--------------|------------|---------|----------------------|-----------------------|-----------------------|-----------------------|-------|
| Access Speech Therapy Inc. | 1399 | 11/16/2019 | 10/17/2019 | \$ - | \$ - | \$ - | \$ 65 | \$ - | \$ 65 |
| Access Speech Therapy Inc. | 1419 | 11/20/2019 | 10/21/2019 | - | - | - | 65 | - | 65 |
| Access Speech Therapy Inc. | 1479 | 11/30/2019 | 10/31/2019 | - | - | - | 65 | - | 65 |
| SAM Academy | 100013 | 12/5/2019 | 11/5/2019 | - | - | 56 | - | - | 56 |
| United Conservatory of Music | 9445118 | 12/12/2019 | 11/12/2019 | - | - | 1,620 | - | - | 1,620 |
| Access Speech Therapy Inc. | 1568 | 12/14/2019 | 11/14/2019 | - | - | 130 | - | - | 130 |
| Dennis Murphy School of Music | 26OZA | 12/19/2019 | 12/19/2019 | - | - | 90 | - | - | 90 |
| Dennis Murphy School of Music | 27OZA | 12/19/2019 | 12/19/2019 | - | - | 90 | - | - | 90 |
| Dennis Murphy School of Music | 28OZA | 12/19/2019 | 12/19/2019 | - | - | 90 | - | - | 90 |
| Access Speech Therapy Inc. | 1617 | 12/21/2019 | 11/21/2019 | - | - | 65 | - | - | 65 |
| Playhouse Merced | 201958 | 12/22/2019 | 11/22/2019 | - | - | 120 | - | - | 120 |
| Shirley Winters Ballet | 15583 | 1/1/2020 | 12/18/2019 | - | 150 | - | - | - | 150 |
| Shirley Winters Ballet | 15586 | 1/1/2020 | 12/18/2019 | - | 291 | - | - | - | 291 |
| Shirley Winters Ballet | 15588 | 1/1/2020 | 12/18/2019 | - | 348 | - | - | - | 348 |
| Shirley Winters Ballet | 15589 | 1/1/2020 | 12/18/2019 | - | 300 | - | - | - | 300 |
| Shirley Winters Ballet | 15592 | 1/1/2020 | 12/18/2019 | - | 125 | - | - | - | 125 |
| McColgan & Associates Inc. | 3420 | 1/8/2020 | 1/8/2020 | - | 7,247 | - | - | - | 7,247 |
| Specialized Therapy Services, Inc | INSP14-1119 | 1/9/2020 | 11/30/2019 | - | 728 | - | - | - | 728 |
| Studies Weekly | 292266 | 1/17/2020 | 12/18/2019 | - | 32 | - | - | - | 32 |
| Studies Weekly | 292274 | 1/17/2020 | 12/18/2019 | - | 33 | - | - | - | 33 |
| Studies Weekly | 292277 | 1/17/2020 | 12/18/2019 | - | 33 | - | - | - | 33 |
| Access Speech Therapy Inc. | 1770 | 1/17/2020 | 12/18/2019 | - | 65 | - | - | - | 65 |
| Cullinan Education Center, Inc. | 19687 | 1/18/2020 | 12/19/2019 | - | 447 | - | - | - | 447 |
| Cullinan Education Center, Inc. | 19688 | 1/18/2020 | 12/19/2019 | - | 112 | - | - | - | 112 |
| Cullinan Education Center, Inc. | 19689 | 1/18/2020 | 12/19/2019 | - | 224 | - | - | - | 224 |
| Cullinan Education Center, Inc. | 19690 | 1/18/2020 | 12/19/2019 | - | 477 | - | - | - | 477 |
| Williamsburg Learning | 1828 | 1/18/2020 | 12/19/2019 | - | 750 | - | - | - | 750 |
| Building Young Leaders | 184 | 1/21/2020 | 1/21/2020 | - | 159 | - | - | - | 159 |
| Building Young Leaders | 185 | 1/21/2020 | 1/21/2020 | - | 255 | - | - | - | 255 |
| Building Young Leaders | 186 | 1/21/2020 | 1/21/2020 | - | 116 | - | - | - | 116 |
| Building Young Leaders | 187 | 1/21/2020 | 1/21/2020 | - | 349 | - | - | - | 349 |
| Building Young Leaders | 188 | 1/21/2020 | 1/21/2020 | - | 55 | - | - | - | 55 |
| Building Young Leaders | 189 | 1/21/2020 | 1/21/2020 | - | 53 | - | - | - | 53 |
| Building Young Leaders | 190 | 1/21/2020 | 1/21/2020 | - | 53 | - | - | - | 53 |
| Building Young Leaders | 191 | 1/21/2020 | 1/21/2020 | - | 55 | - | - | - | 55 |
| Building Young Leaders | 192 | 1/21/2020 | 1/21/2020 | - | 487 | - | - | - | 487 |
| Bitsbox | 2490 | 1/22/2020 | 1/22/2020 | - | 129 | - | - | - | 129 |
| The First Tee of Fresno | 143 | 1/23/2020 | 1/23/2020 | - | 99 | - | - | - | 99 |
| The First Tee of Fresno | 144 | 1/23/2020 | 1/23/2020 | - | 120 | - | - | - | 120 |
| CARD | D-03084750 | 1/25/2020 | 12/26/2019 | - | 1,454 | - | - | - | 1,454 |
| Aspire Speech & Learning Center | 12312019BrN | 1/30/2020 | 12/31/2019 | - | 150 | - | - | - | 150 |
| Aspire Speech & Learning Center | 12312019FID | 1/30/2020 | 12/31/2019 | - | 300 | - | - | - | 300 |
| Aspire Speech & Learning Center | 12312019Goc | 1/30/2020 | 12/31/2019 | - | 300 | - | - | - | 300 |

Yosemite Valley Charter School

Accounts Payable Aging

January 31, 2020

| Vendor Name | Invoice/Credit Number | Invoice Date | Date Due | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past Due | Total |
|----------------------------------------|---------------------------|--------------|------------|---------|----------------------|-----------------------|-----------------------|-----------------------|--------|
| Aspire Speech & Learning Center | 12312019PaF | 1/30/2020 | 12/31/2019 | - | 117 | - | - | - | 117 |
| Aspire Speech & Learning Center | 12312019WJa | 1/30/2020 | 12/31/2019 | - | 320 | - | - | - | 320 |
| Global Teletherapy | 2960 | 1/30/2020 | 12/31/2019 | - | 30,190 | - | - | - | 30,190 |
| Growing Healthy Children Therapy Servi | YVCS_1912 | 1/30/2020 | 12/31/2019 | - | 845 | - | - | - | 845 |
| San Benito Dance Academy | 250 | 1/31/2020 | 1/1/2020 | 100 | - | - | - | - | 100 |
| San Benito Dance Academy | 251 | 1/31/2020 | 1/1/2020 | 100 | - | - | - | - | 100 |
| Cristobal Abejo | 000003 | 2/1/2020 | 1/2/2020 | 100 | - | - | - | - | 100 |
| Kern County Hockey Club | 27 | 2/1/2020 | 1/2/2020 | 1,125 | - | - | - | - | 1,125 |
| Sona Atoyan | 61 | 2/2/2020 | 1/3/2020 | 600 | - | - | - | - | 600 |
| United Conservatory of Music | 9672795 | 2/4/2020 | 1/5/2020 | 450 | - | - | - | - | 450 |
| Teacher Synergy, LLC | 108808835 | 2/6/2020 | 1/16/2020 | 9 | - | - | - | - | 9 |
| Teacher Synergy, LLC | 108876996 | 2/7/2020 | 1/17/2020 | 55 | - | - | - | - | 55 |
| Teacher Synergy, LLC | 108877328 | 2/7/2020 | 1/17/2020 | 18 | - | - | - | - | 18 |
| PresenceLearning, Inc. | INV31357 | 2/7/2020 | 1/8/2020 | 2,614 | - | - | - | - | 2,614 |
| Access Speech Therapy Inc. | 1859 | 2/8/2020 | 1/9/2020 | 65 | - | - | - | - | 65 |
| Learning Without Tears | INV53754 | 2/8/2020 | 1/9/2020 | 12 | - | - | - | - | 12 |
| Learning Without Tears | INV53756 | 2/8/2020 | 1/9/2020 | 12 | - | - | - | - | 12 |
| Learning Without Tears | INV53762 | 2/8/2020 | 1/9/2020 | 12 | - | - | - | - | 12 |
| Fresno Music Academy & Arts | 12312019YVSFMAA | 2/8/2020 | 1/9/2020 | 6,877 | - | - | - | - | 6,877 |
| Educational Resources of Monterey Cou | 9- October, November & De | 2/8/2020 | 1/9/2020 | 6,736 | - | - | - | - | 6,736 |
| Nessy Learning LLC | NESUS3223 | 2/8/2020 | 1/9/2020 | 155 | - | - | - | - | 155 |
| TDCC LLC | 452-179 | 2/8/2020 | 1/9/2020 | 642 | - | - | - | - | 642 |
| TDCC LLC | 452-180 | 2/8/2020 | 1/9/2020 | 642 | - | - | - | - | 642 |
| TDCC LLC | 452-181 | 2/8/2020 | 1/9/2020 | 642 | - | - | - | - | 642 |
| TDCC LLC | 452-182 | 2/8/2020 | 1/9/2020 | 1,100 | - | - | - | - | 1,100 |
| TDCC LLC | 452-183 | 2/8/2020 | 1/9/2020 | 1,100 | - | - | - | - | 1,100 |
| Sona Atoyan | 62 | 2/8/2020 | 1/9/2020 | 300 | - | - | - | - | 300 |
| Neil Boyer | 0120406 | 2/9/2020 | 1/9/2020 | 420 | - | - | - | - | 420 |
| Logic of English | INV8471 | 2/9/2020 | 1/10/2020 | 69 | - | - | - | - | 69 |
| Logic of English | INV8472 | 2/9/2020 | 1/10/2020 | 91 | - | - | - | - | 91 |
| Math-U-See Inc. | 0589760-IN | 2/9/2020 | 12/11/2019 | 55 | - | - | - | - | 55 |
| Elizabeth Govreau | 29 | 2/9/2020 | 1/10/2020 | 60 | - | - | - | - | 60 |
| Elizabeth Govreau | 33 | 2/9/2020 | 1/10/2020 | 60 | - | - | - | - | 60 |
| eat2explore | 100695 | 2/9/2020 | 1/10/2020 | 315 | - | - | - | - | 315 |
| Kevin Freeman | 126 | 2/9/2020 | 1/10/2020 | 1,700 | - | - | - | - | 1,700 |
| Jerre Reis | 46 | 2/9/2020 | 1/10/2020 | 580 | - | - | - | - | 580 |
| Academy of Creative Education | 133YVS | 2/9/2020 | 1/9/2020 | 964 | - | - | - | - | 964 |
| BookShark | 30982584 | 2/9/2020 | 1/10/2020 | 108 | - | - | - | - | 108 |
| BookShark | 30982585 | 2/9/2020 | 1/10/2020 | 126 | - | - | - | - | 126 |
| BookShark | 30982587 | 2/9/2020 | 1/10/2020 | 75 | - | - | - | - | 75 |
| Break the Barriers, Inc | 11671 | 2/9/2020 | 1/10/2020 | 7,840 | - | - | - | - | 7,840 |
| Break the Barriers, Inc | 11672 | 2/9/2020 | 1/10/2020 | 4,290 | - | - | - | - | 4,290 |
| Aikido of Fresno | 000Key-1-20 | 2/9/2020 | 1/10/2020 | 450 | - | - | - | - | 450 |
| Academics in a Box Inc | 7510 | 2/9/2020 | 1/10/2020 | 87 | - | - | - | - | 87 |
| Rainbow Resource Center | 2818196 | 2/9/2020 | 12/11/2019 | 33 | - | - | - | - | 33 |
| Rainbow Resource Center | 2818199 | 2/9/2020 | 12/11/2019 | 100 | - | - | - | - | 100 |

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|-------------------------------------|-----------------------|--------------|------------|---------|----------------------|-----------------------|-----------------------|-----------------------|-------|
| Rainbow Resource Center | 2818327 | 2/9/2020 | 12/11/2019 | 76 | - | - | - | - | 76 |
| Rainbow Resource Center | 2818329 | 2/9/2020 | 12/11/2019 | 123 | - | - | - | - | 123 |
| Rainbow Resource Center | 2819354 | 2/10/2020 | 12/12/2019 | 271 | - | - | - | - | 271 |
| Rainbow Resource Center | 2819503 | 2/10/2020 | 12/12/2019 | 123 | - | - | - | - | 123 |
| Rainbow Resource Center | 2819517 | 2/10/2020 | 12/12/2019 | 58 | - | - | - | - | 58 |
| Rainbow Resource Center | 2819518 | 2/10/2020 | 12/12/2019 | 90 | - | - | - | - | 90 |
| Rainbow Resource Center | 2820093 | 2/10/2020 | 12/12/2019 | 176 | - | - | - | - | 176 |
| Rainbow Resource Center | 2820104 | 2/10/2020 | 12/12/2019 | 95 | - | - | - | - | 95 |
| Susan Hancock | 28 | 2/10/2020 | 1/11/2020 | 780 | - | - | - | - | 780 |
| Timberdoodle.com | 310711 | 2/10/2020 | 12/12/2019 | 301 | - | - | - | - | 301 |
| Timberdoodle.com | 310722 | 2/10/2020 | 12/12/2019 | 142 | - | - | - | - | 142 |
| Wendy DeRaud | 154 | 2/10/2020 | 1/11/2020 | 2,420 | - | - | - | - | 2,420 |
| Williamsburg Learning | 1842 | 2/10/2020 | 1/11/2020 | 1,350 | - | - | - | - | 1,350 |
| Teacher Synergy, LLC | 109132543 | 2/11/2020 | 1/21/2020 | 16 | - | - | - | - | 16 |
| Teacher Synergy, LLC | 109161119 | 2/11/2020 | 1/21/2020 | 44 | - | - | - | - | 44 |
| Rainbow Resource Center | 2820414 | 2/11/2020 | 12/13/2019 | 102 | - | - | - | - | 102 |
| Rainbow Resource Center | 2820415 | 2/11/2020 | 12/13/2019 | 44 | - | - | - | - | 44 |
| Rainbow Resource Center | 2820750 | 2/11/2020 | 12/13/2019 | 124 | - | - | - | - | 124 |
| Rainbow Resource Center | 2820751 | 2/11/2020 | 12/13/2019 | 68 | - | - | - | - | 68 |
| Rainbow Resource Center | 2820755 | 2/11/2020 | 12/13/2019 | 76 | - | - | - | - | 76 |
| Kathleen Atchley | 1027 | 2/11/2020 | 1/12/2020 | 960 | - | - | - | - | 960 |
| Home Science Tools | 970858A | 2/11/2020 | 12/13/2019 | 88 | - | - | - | - | 88 |
| Daniel Davies | 8 | 2/11/2020 | 1/12/2020 | 440 | - | - | - | - | 440 |
| Educational Development Corporation | DIR5352996 | 2/11/2020 | 12/12/2019 | 62 | - | - | - | - | 62 |
| Educational Development Corporation | DIR5353001 | 2/11/2020 | 12/12/2019 | 110 | - | - | - | - | 110 |
| Math-U-See Inc. | 0590042-IN | 2/11/2020 | 12/13/2019 | 116 | - | - | - | - | 116 |
| MEL Science Ltd | ME201901132 | 2/12/2020 | 1/13/2020 | 244 | - | - | - | - | 244 |
| Moving Beyond the Page | 209618 | 2/12/2020 | 1/13/2020 | 64 | - | - | - | - | 64 |
| Playground Training Academy, LLC | 1132020-A | 2/12/2020 | 1/13/2020 | 120 | - | - | - | - | 120 |
| Playground Training Academy, LLC | 1132020-B | 2/12/2020 | 1/13/2020 | 120 | - | - | - | - | 120 |
| Educational Development Corporation | DIR5408874 | 2/12/2020 | 1/13/2020 | 13 | - | - | - | - | 13 |
| Dolce Dance Studio | 84558-C007-YVS | 2/12/2020 | 1/13/2020 | 315 | - | - | - | - | 315 |
| Inspire Learning Academy | 2019-FA90 | 2/12/2020 | 1/13/2020 | 245 | - | - | - | - | 245 |
| Outschool, Inc. | 11040 | 2/12/2020 | 1/13/2020 | 80 | - | - | - | - | 80 |
| Outschool, Inc. | 11041 | 2/12/2020 | 1/13/2020 | 60 | - | - | - | - | 60 |
| CARD | D-03118147 | 2/12/2020 | 1/13/2020 | 1,193 | - | - | - | - | 1,193 |
| Suzanne Anderson | 1 | 2/12/2020 | 1/13/2020 | 604 | - | - | - | - | 604 |
| Ultimate Martial Arts Inc | 53 | 2/12/2020 | 1/13/2020 | 834 | - | - | - | - | 834 |
| Wendy DeRaud | 156 | 2/12/2020 | 1/13/2020 | 1,420 | - | - | - | - | 1,420 |
| West Martial Arts | 0089 | 2/13/2020 | 1/14/2020 | 570 | - | - | - | - | 570 |
| West Martial Arts | 0090 | 2/13/2020 | 1/14/2020 | 300 | - | - | - | - | 300 |
| Susan Mason | 004 | 2/13/2020 | 1/14/2020 | 1,440 | - | - | - | - | 1,440 |
| Art Lab 559 | 6 | 2/13/2020 | 1/14/2020 | 190 | - | - | - | - | 190 |
| Art Lab 559 | 7 | 2/13/2020 | 1/14/2020 | 190 | - | - | - | - | 190 |
| Art Lab 559 | 8 | 2/13/2020 | 1/14/2020 | 190 | - | - | - | - | 190 |
| Brenda Myers | 20 | 2/13/2020 | 1/14/2020 | 375 | - | - | - | - | 375 |

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|------------------------------------------|-----------------------|--------------|------------|---------|----------------------|-----------------------|-----------------------|-----------------------|-------|
| Academy of Creative Education | 134YVS | 2/13/2020 | 1/13/2020 | 500 | - | - | - | - | 500 |
| Activities for Learning Inc. | 379404 | 2/13/2020 | 1/14/2020 | 230 | - | - | - | - | 230 |
| Activities for Learning Inc. | 379405 | 2/13/2020 | 1/14/2020 | 200 | - | - | - | - | 200 |
| Kern County Hockey Club | 28 | 2/13/2020 | 1/14/2020 | 1,200 | - | - | - | - | 1,200 |
| Learning Without Tears | INV53832 | 2/13/2020 | 1/14/2020 | 57 | - | - | - | - | 57 |
| Learning Without Tears | INV53834 | 2/13/2020 | 1/14/2020 | 48 | - | - | - | - | 48 |
| Educational Professionals of Central Cal | 63 | 2/13/2020 | 1/14/2020 | 1,200 | - | - | - | - | 1,200 |
| Generation Genius, Inc. | GG0019418 | 2/13/2020 | 1/14/2020 | 120 | - | - | - | - | 120 |
| Guido's Martial Arts Academy | Yantis | 2/13/2020 | 1/14/2020 | 1,704 | - | - | - | - | 1,704 |
| CrossFit ValleyView | 88095-C001 | 2/13/2020 | 1/14/2020 | 49 | - | - | - | - | 49 |
| Dolce Dance Studio | 54985-C006-YVS | 2/13/2020 | 1/14/2020 | 157 | - | - | - | - | 157 |
| Dolce Dance Studio | 54986-C004-YVS | 2/13/2020 | 1/14/2020 | 157 | - | - | - | - | 157 |
| Cullinan Education Center, Inc. | 19705 | 2/13/2020 | 1/14/2020 | 477 | - | - | - | - | 477 |
| Katherine Sullivan | 113 | 2/13/2020 | 1/14/2020 | 250 | - | - | - | - | 250 |
| Neil Boyer | 0120410 | 2/13/2020 | 1/13/2020 | 280 | - | - | - | - | 280 |
| Michael A. Manjarrez | 10120 | 2/13/2020 | 1/14/2020 | 480 | - | - | - | - | 480 |
| Northwest Studio for Ballet | 22 | 2/13/2020 | 1/14/2020 | 210 | - | - | - | - | 210 |
| Omni Learning Center | 1180 | 2/13/2020 | 1/14/2020 | 450 | - | - | - | - | 450 |
| Neil Boyer | 0120411 | 2/14/2020 | 1/14/2020 | 140 | - | - | - | - | 140 |
| Playground Training Academy, LLC | 1152020-A | 2/14/2020 | 1/15/2020 | 120 | - | - | - | - | 120 |
| Playground Training Academy, LLC | 1152020-B | 2/14/2020 | 1/15/2020 | 120 | - | - | - | - | 120 |
| Playground Training Academy, LLC | 1152020-C | 2/14/2020 | 1/15/2020 | 120 | - | - | - | - | 120 |
| Playground Training Academy, LLC | 1152020-D | 2/14/2020 | 1/15/2020 | 210 | - | - | - | - | 210 |
| Playground Training Academy, LLC | 1152020-G | 2/14/2020 | 1/15/2020 | 120 | - | - | - | - | 120 |
| Dustin Arth | 18 | 2/14/2020 | 1/15/2020 | 480 | - | - | - | - | 480 |
| Elizabeth Govreau | 30 | 2/14/2020 | 1/15/2020 | 20 | - | - | - | - | 20 |
| Elizabeth Govreau | 32 | 2/14/2020 | 1/15/2020 | 20 | - | - | - | - | 20 |
| Isaac Yarrell | 3 | 2/14/2020 | 1/15/2020 | 70 | - | - | - | - | 70 |
| Institute for Excellence in Writing | 645370 | 2/14/2020 | 1/14/2020 | 54 | - | - | - | - | 54 |
| Institute for Excellence in Writing | 645385 | 2/14/2020 | 1/14/2020 | 236 | - | - | - | - | 236 |
| Brenda Myers | 21 | 2/14/2020 | 1/15/2020 | 50 | - | - | - | - | 50 |
| C'est La Vie Arts | 25 | 2/14/2020 | 1/15/2020 | 570 | - | - | - | - | 570 |
| Rising Star Gymnastics | 492970 | 2/14/2020 | 1/15/2020 | 125 | - | - | - | - | 125 |
| Rising Star Gymnastics | 492973 | 2/14/2020 | 1/15/2020 | 125 | - | - | - | - | 125 |
| Roxanne Nichols | 2 | 2/14/2020 | 1/15/2020 | 75 | - | - | - | - | 75 |
| Roxanne Nichols | 3 | 2/14/2020 | 1/15/2020 | 175 | - | - | - | - | 175 |
| Academics in a Box Inc | 7542 | 2/14/2020 | 1/15/2020 | 87 | - | - | - | - | 87 |
| Playhouse Merced | 201969 | 2/14/2020 | 1/15/2020 | 150 | - | - | - | - | 150 |
| Rainbow Resource Center | 2821533 | 2/14/2020 | 12/16/2019 | 224 | - | - | - | - | 224 |
| Rainbow Resource Center | 2821728 | 2/14/2020 | 12/16/2019 | 132 | - | - | - | - | 132 |
| Benjamin Napoles | 109 | 2/14/2020 | 1/15/2020 | 275 | - | - | - | - | 275 |
| Benjamin Napoles | 110 | 2/14/2020 | 1/15/2020 | 275 | - | - | - | - | 275 |
| Sona Atoyán | 63 | 2/14/2020 | 1/15/2020 | 225 | - | - | - | - | 225 |
| Williamsburg Learning | 1859 | 2/14/2020 | 1/15/2020 | 401 | - | - | - | - | 401 |
| Wonder Crate | 1059 | 2/15/2020 | 1/16/2020 | 81 | - | - | - | - | 81 |
| United Conservatory of Music | 9797894 | 2/15/2020 | 1/16/2020 | 300 | - | - | - | - | 300 |

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|--------------------------------|-----------------------|--------------|------------|---------|----------------------|-----------------------|-----------------------|-----------------------|-------|
| SpectorDance | 249 | 2/15/2020 | 1/16/2020 | 38 | - | - | - | - | 38 |
| The Talk Team | 62962 | 2/15/2020 | 1/16/2020 | 115 | - | - | - | - | 115 |
| The Talk Team | 62964 | 2/15/2020 | 1/16/2020 | 230 | - | - | - | - | 230 |
| The Talk Team | 62965 | 2/15/2020 | 1/16/2020 | 345 | - | - | - | - | 345 |
| The Talk Team | 62966 | 2/15/2020 | 1/16/2020 | 115 | - | - | - | - | 115 |
| The Talk Team | 62967 | 2/15/2020 | 1/16/2020 | 115 | - | - | - | - | 115 |
| The Talk Team | 62968 | 2/15/2020 | 1/16/2020 | 115 | - | - | - | - | 115 |
| The Talk Team | 62969 | 2/15/2020 | 1/16/2020 | 58 | - | - | - | - | 58 |
| The Talk Team | 62970 | 2/15/2020 | 1/16/2020 | 115 | - | - | - | - | 115 |
| The Talk Team | 62971 | 2/15/2020 | 1/16/2020 | 230 | - | - | - | - | 230 |
| The Talk Team | 62972 | 2/15/2020 | 1/16/2020 | 345 | - | - | - | - | 345 |
| The Talk Team | 62973 | 2/15/2020 | 1/16/2020 | 230 | - | - | - | - | 230 |
| The Talk Team | 62974 | 2/15/2020 | 1/16/2020 | 115 | - | - | - | - | 115 |
| The Talk Team | 62975 | 2/15/2020 | 1/16/2020 | 230 | - | - | - | - | 230 |
| The Talk Team | 62976 | 2/15/2020 | 1/16/2020 | 58 | - | - | - | - | 58 |
| The Talk Team | 62977 | 2/15/2020 | 1/16/2020 | 345 | - | - | - | - | 345 |
| The Talk Team | 62978 | 2/15/2020 | 1/16/2020 | 345 | - | - | - | - | 345 |
| The Talk Team | 62979 | 2/15/2020 | 1/16/2020 | 325 | - | - | - | - | 325 |
| The Talk Team | 62980 | 2/15/2020 | 1/16/2020 | 115 | - | - | - | - | 115 |
| The Talk Team | 62981 | 2/15/2020 | 1/16/2020 | 95 | - | - | - | - | 95 |
| The Talk Team | 62982 | 2/15/2020 | 1/16/2020 | 230 | - | - | - | - | 230 |
| The Talk Team | 62983 | 2/15/2020 | 1/16/2020 | 95 | - | - | - | - | 95 |
| The Talk Team | 62984 | 2/15/2020 | 1/16/2020 | 115 | - | - | - | - | 115 |
| The Talk Team | 62985 | 2/15/2020 | 1/16/2020 | 115 | - | - | - | - | 115 |
| The Talk Team | 62986 | 2/15/2020 | 1/16/2020 | 230 | - | - | - | - | 230 |
| The Talk Team | 62987 | 2/15/2020 | 1/16/2020 | 230 | - | - | - | - | 230 |
| The Talk Team | 62988 | 2/15/2020 | 1/16/2020 | 230 | - | - | - | - | 230 |
| The Talk Team | 62989 | 2/15/2020 | 1/16/2020 | 230 | - | - | - | - | 230 |
| The Talk Team | 62990 | 2/15/2020 | 1/16/2020 | 95 | - | - | - | - | 95 |
| The Talk Team | 62991 | 2/15/2020 | 1/16/2020 | 115 | - | - | - | - | 115 |
| The Talk Team | 62992 | 2/15/2020 | 1/16/2020 | 115 | - | - | - | - | 115 |
| The Talk Team | 62993 | 2/15/2020 | 1/16/2020 | 58 | - | - | - | - | 58 |
| The Wahine Project | 11620 | 2/15/2020 | 1/16/2020 | 3,800 | - | - | - | - | 3,800 |
| Rainbow Resource Center | 2822777 | 2/15/2020 | 12/17/2019 | 69 | - | - | - | - | 69 |
| Rainbow Resource Center | 2822779 | 2/15/2020 | 12/17/2019 | 100 | - | - | - | - | 100 |
| Rainbow Resource Center | 2822820 | 2/15/2020 | 12/17/2019 | 261 | - | - | - | - | 261 |
| Bobby Griffin | 137 | 2/15/2020 | 1/16/2020 | 390 | - | - | - | - | 390 |
| Bobby Griffin | 138 | 2/15/2020 | 1/16/2020 | 390 | - | - | - | - | 390 |
| All About Learning Press, Inc. | 901737 | 2/15/2020 | 1/16/2020 | 102 | - | - | - | - | 102 |
| America's Kids in Motion | 127-YVS | 2/15/2020 | 1/16/2020 | 5,050 | - | - | - | - | 5,050 |
| America's Kids in Motion | 128-YVS | 2/15/2020 | 1/16/2020 | 618 | - | - | - | - | 618 |
| All About Learning Press, Inc. | 901736 | 2/15/2020 | 1/16/2020 | 256 | - | - | - | - | 256 |
| Access Speech Therapy Inc. | 1909 | 2/15/2020 | 1/16/2020 | 65 | - | - | - | - | 65 |
| Jazz Fresno | 10 | 2/15/2020 | 1/16/2020 | 675 | - | - | - | - | 675 |
| Learning Without Tears | INV54064 | 2/15/2020 | 1/16/2020 | 12 | - | - | - | - | 12 |
| Learning Without Tears | INV54090 | 2/15/2020 | 1/16/2020 | 12 | - | - | - | - | 12 |

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|-------------------------------------|-----------------------|--------------|------------|---------|----------------------|-----------------------|-----------------------|-----------------------|-------|
| Educational Development Corporation | DIR5415584 | 2/15/2020 | 1/16/2020 | 93 | - | - | - | - | 93 |
| Educational Development Corporation | DIR5415586 | 2/15/2020 | 1/16/2020 | 85 | - | - | - | - | 85 |
| Playground Training Academy, LLC | 1162020-A | 2/15/2020 | 1/16/2020 | 120 | - | - | - | - | 120 |
| Playground Training Academy, LLC | 1162020-B | 2/15/2020 | 1/16/2020 | 320 | - | - | - | - | 320 |
| Playground Training Academy, LLC | 1162020-C | 2/15/2020 | 1/16/2020 | 85 | - | - | - | - | 85 |
| Playground Training Academy, LLC | 1172020-A | 2/16/2020 | 1/17/2020 | 320 | - | - | - | - | 320 |
| KiwiCo, Inc | ST-IMBVH72A | 2/16/2020 | 1/2/2020 | 221 | - | - | - | - | 221 |
| KiwiCo, Inc | ST-IOK647XA | 2/16/2020 | 1/2/2020 | 221 | - | - | - | - | 221 |
| KiwiCo, Inc | ST-IOPNKDTA | 2/16/2020 | 1/2/2020 | 119 | - | - | - | - | 119 |
| Discount School Supply | P39186980101 | 2/16/2020 | 1/17/2020 | 58 | - | - | - | - | 58 |
| Learning Without Tears | INV54172 | 2/16/2020 | 1/17/2020 | 99 | - | - | - | - | 99 |
| Institute for Excellence in Writing | 645878 | 2/16/2020 | 1/16/2020 | 350 | - | - | - | - | 350 |
| Activities for Learning Inc. | 379437 | 2/16/2020 | 1/17/2020 | 82 | - | - | - | - | 82 |
| BookShark | 30983003 | 2/16/2020 | 1/17/2020 | 508 | - | - | - | - | 508 |
| Amanda McMeen | 20200117-1 | 2/16/2020 | 1/17/2020 | 80 | - | - | - | - | 80 |
| Art Lab 559 | 10 | 2/16/2020 | 1/17/2020 | 115 | - | - | - | - | 115 |
| Art Lab 559 | 11 | 2/16/2020 | 1/17/2020 | 115 | - | - | - | - | 115 |
| Art Lab 559 | 9 | 2/16/2020 | 1/17/2020 | 115 | - | - | - | - | 115 |
| Rainbow Resource Center | 2824415 | 2/16/2020 | 12/18/2019 | 300 | - | - | - | - | 300 |
| Playground Training Academy, LLC | 1772020-A | 2/16/2020 | 1/17/2020 | 320 | - | - | - | - | 320 |
| Think Outside, LLC | 20139 | 2/16/2020 | 1/17/2020 | 148 | - | - | - | - | 148 |
| Think Outside, LLC | 20143 | 2/16/2020 | 1/17/2020 | 148 | - | - | - | - | 148 |
| Timberdoodle.com | 310894 | 2/16/2020 | 12/18/2019 | 889 | - | - | - | - | 889 |
| United Conservatory of Music | 9806571 | 2/16/2020 | 1/17/2020 | 138 | - | - | - | - | 138 |
| United Conservatory of Music | 9806746 | 2/16/2020 | 1/17/2020 | 138 | - | - | - | - | 138 |
| United Conservatory of Music | 9806777 | 2/16/2020 | 1/17/2020 | 138 | - | - | - | - | 138 |
| Rainbow Resource Center | 2825541 | 2/17/2020 | 12/19/2019 | 44 | - | - | - | - | 44 |
| Rainbow Resource Center | 2825542 | 2/17/2020 | 12/19/2019 | 124 | - | - | - | - | 124 |
| Rainbow Resource Center | 2825543 | 2/17/2020 | 12/19/2019 | 96 | - | - | - | - | 96 |
| Rainbow Resource Center | 2825797 | 2/17/2020 | 12/19/2019 | 248 | - | - | - | - | 248 |
| Rainbow Resource Center | 2825849 | 2/17/2020 | 12/19/2019 | 20 | - | - | - | - | 20 |
| Rainbow Resource Center | 2825871 | 2/17/2020 | 12/19/2019 | 17 | - | - | - | - | 17 |
| Rainbow Resource Center | 2826049 | 2/17/2020 | 12/19/2019 | 96 | - | - | - | - | 96 |
| Bon Voyage French School LLC | 1111 | 2/17/2020 | 1/18/2020 | 740 | - | - | - | - | 740 |
| Math-U-See Inc. | 0590349-IN | 2/17/2020 | 12/19/2019 | 56 | - | - | - | - | 56 |
| Math-U-See Inc. | 0590358-IN | 2/17/2020 | 12/19/2019 | 193 | - | - | - | - | 193 |
| Math-U-See Inc. | 0590394-IN | 2/17/2020 | 12/19/2019 | 116 | - | - | - | - | 116 |
| Kathleen Crady | 1497 | 2/18/2020 | 1/19/2020 | 350 | - | - | - | - | 350 |
| Kathleen Crady | 1498 | 2/18/2020 | 1/19/2020 | 300 | - | - | - | - | 300 |
| Rainbow Resource Center | 2826299 | 2/18/2020 | 12/20/2019 | 103 | - | - | - | - | 103 |
| Rainbow Resource Center | 2826300 | 2/18/2020 | 12/20/2019 | 133 | - | - | - | - | 133 |
| Rainbow Resource Center | 2826513 | 2/18/2020 | 12/20/2019 | 158 | - | - | - | - | 158 |
| ABC Piano Studio - Vera Kotenkov | 19 | 2/19/2020 | 1/20/2020 | 332 | - | - | - | - | 332 |
| California Arts Academy | 1674 | 2/19/2020 | 1/20/2020 | 295 | - | - | - | - | 295 |
| California Arts Academy | 1678 | 2/19/2020 | 1/20/2020 | 325 | - | - | - | - | 325 |
| Just Dance | 22 | 2/19/2020 | 1/20/2020 | 3,708 | - | - | - | - | 3,708 |

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|----------------------------------|-----------------------|--------------|-----------|---------|----------------------|-----------------------|-----------------------|-----------------------|-------|
| Lotus Educational Services, Inc. | 1422 | 2/19/2020 | 1/20/2020 | 2,176 | - | - | - | - | 2,176 |
| Playground Training Academy, LLC | 1202020-A | 2/19/2020 | 1/20/2020 | 85 | - | - | - | - | 85 |
| Playground Training Academy, LLC | 1202020-B | 2/19/2020 | 1/20/2020 | 320 | - | - | - | - | 320 |
| Playground Training Academy, LLC | 1202020-C | 2/19/2020 | 1/20/2020 | 85 | - | - | - | - | 85 |
| Playground Training Academy, LLC | 1202020-D | 2/19/2020 | 1/20/2020 | 120 | - | - | - | - | 120 |
| Playground Training Academy, LLC | 1202020-E | 2/19/2020 | 1/20/2020 | 120 | - | - | - | - | 120 |
| Math Crazy | 25560 | 2/19/2020 | 1/20/2020 | 144 | - | - | - | - | 144 |
| United Conservatory of Music | 9817801 | 2/19/2020 | 1/20/2020 | 360 | - | - | - | - | 360 |
| United Conservatory of Music | 9724219 | 2/19/2020 | 1/20/2020 | 450 | - | - | - | - | 450 |
| United Conservatory of Music | 9724457 | 2/19/2020 | 1/20/2020 | 450 | - | - | - | - | 450 |
| United Conservatory of Music | 9724764 | 2/19/2020 | 1/20/2020 | 450 | - | - | - | - | 450 |
| Wieser Educational | 91726 | 2/20/2020 | 1/21/2020 | 101 | - | - | - | - | 101 |
| The Lampo Group, LLC | 8122921 | 2/20/2020 | 1/21/2020 | 132 | - | - | - | - | 132 |
| Moving Beyond the Page | 209803 | 2/20/2020 | 1/21/2020 | 890 | - | - | - | - | 890 |
| Playground Training Academy, LLC | 1212020-A | 2/20/2020 | 1/21/2020 | 120 | - | - | - | - | 120 |
| Playground Training Academy, LLC | 1212020-B | 2/20/2020 | 1/21/2020 | 120 | - | - | - | - | 120 |
| KiwiCo, Inc | ST-IMMEXJLA | 2/20/2020 | 1/6/2020 | 119 | - | - | - | - | 119 |
| Linda Odom | 010 | 2/20/2020 | 1/21/2020 | 54 | - | - | - | - | 54 |
| Linda Odom | 011 | 2/20/2020 | 1/21/2020 | 36 | - | - | - | - | 36 |
| Eric Olsen | 100201 | 2/20/2020 | 1/21/2020 | 290 | - | - | - | - | 290 |
| Eric Olsen | 10202 | 2/20/2020 | 1/21/2020 | 290 | - | - | - | - | 290 |
| California Arts Academy | 1683 | 2/20/2020 | 1/21/2020 | 320 | - | - | - | - | 320 |
| Brian Hammons Piano | 327 | 2/20/2020 | 1/21/2020 | 430 | - | - | - | - | 430 |
| California Arts Academy | 1664 | 2/20/2020 | 1/21/2020 | 355 | - | - | - | - | 355 |
| CheerForce Central Valley | 1010 | 2/20/2020 | 1/21/2020 | 3,725 | - | - | - | - | 3,725 |
| Rebecca Balakian | 0002 | 2/20/2020 | 1/21/2020 | 300 | - | - | - | - | 300 |
| Code Ninjas | 2020-011775 | 2/21/2020 | 1/22/2020 | 199 | - | - | - | - | 199 |
| Polynesian Club of Fresno | 1 | 2/21/2020 | 1/22/2020 | 1,140 | - | - | - | - | 1,140 |
| Erin Titone | 18 | 2/21/2020 | 1/22/2020 | 813 | - | - | - | - | 813 |
| Erin Titone | 19 | 2/21/2020 | 1/22/2020 | 438 | - | - | - | - | 438 |
| Erin Titone | 20 | 2/21/2020 | 1/22/2020 | 125 | - | - | - | - | 125 |
| Dynamic Kids, Inc | 140 | 2/21/2020 | 1/22/2020 | 3,300 | - | - | - | - | 3,300 |
| Jazz Fresno | 11 | 2/21/2020 | 1/22/2020 | 225 | - | - | - | - | 225 |
| Homeschool Planet | 1061 | 2/21/2020 | 1/22/2020 | 75 | - | - | - | - | 75 |
| Live Education! | 9879 | 2/21/2020 | 1/22/2020 | 492 | - | - | - | - | 492 |
| Live Education! | 9880 | 2/21/2020 | 1/22/2020 | 1,033 | - | - | - | - | 1,033 |
| Moving Beyond the Page | 209845 | 2/21/2020 | 1/22/2020 | 35 | - | - | - | - | 35 |
| Melanie Suderman | INSP 55 | 2/21/2020 | 1/22/2020 | 788 | - | - | - | - | 788 |
| The Dance Company | 10072019 | 2/21/2020 | 1/22/2020 | 180 | - | - | - | - | 180 |
| The Dancing School | 3 | 2/21/2020 | 1/22/2020 | 1,616 | - | - | - | - | 1,616 |
| Steinway Piano Gallery of Fresno | 64 | 2/21/2020 | 1/22/2020 | 2,880 | - | - | - | - | 2,880 |
| Sona Atoyan | 64 | 2/21/2020 | 1/22/2020 | 850 | - | - | - | - | 850 |
| Wendy DeRaud | 157 | 2/21/2020 | 1/22/2020 | 3,420 | - | - | - | - | 3,420 |
| Wendy DeRaud | 158 YVS | 2/21/2020 | 1/22/2020 | 1,830 | - | - | - | - | 1,830 |
| United Conservatory of Music | 9835964 | 2/21/2020 | 1/22/2020 | 300 | - | - | - | - | 300 |
| Wonder Case | 1063 | 2/21/2020 | 1/22/2020 | 69 | - | - | - | - | 69 |

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| Vendor Name | Invoice/Credit Number | Invoice Date | Date Due | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past Due | Total |
|------------------------------------------|-----------------------|--------------|-----------|---------|----------------------|-----------------------|-----------------------|-----------------------|-------|
| Wonder Crate | 1065 | 2/21/2020 | 1/22/2020 | 130 | - | - | - | - | 130 |
| Tina M. Carter | 045A | 2/22/2020 | 1/23/2020 | 534 | - | - | - | - | 534 |
| United Conservatory of Music | 9760063 | 2/22/2020 | 1/23/2020 | 450 | - | - | - | - | 450 |
| Will Aylsworth | 152 | 2/22/2020 | 1/23/2020 | 78 | - | - | - | - | 78 |
| Will Aylsworth | 153 | 2/22/2020 | 1/23/2020 | 78 | - | - | - | - | 78 |
| Singapore Math Live, LLC | 123204 | 2/22/2020 | 1/23/2020 | 70 | - | - | - | - | 70 |
| Smartypants Art Studio | 11 | 2/22/2020 | 1/23/2020 | 1,390 | - | - | - | - | 1,390 |
| Benjamin Napoles | 111 | 2/22/2020 | 1/23/2020 | 150 | - | - | - | - | 150 |
| Susan Hancock | 30 | 2/22/2020 | 1/23/2020 | 1,040 | - | - | - | - | 1,040 |
| Omni Learning Center | 1185 | 2/22/2020 | 1/23/2020 | 800 | - | - | - | - | 800 |
| Moving Beyond the Page | 209881 | 2/22/2020 | 1/23/2020 | 7 | - | - | - | - | 7 |
| Marti Stevens | 092 | 2/22/2020 | 1/23/2020 | 450 | - | - | - | - | 450 |
| Marti Stevens | 094 | 2/22/2020 | 1/23/2020 | 245 | - | - | - | - | 245 |
| Marti Stevens | 095 | 2/22/2020 | 1/23/2020 | 245 | - | - | - | - | 245 |
| Marti Stevens | 097 | 2/22/2020 | 1/23/2020 | 245 | - | - | - | - | 245 |
| Marti Stevens | 098 | 2/22/2020 | 1/23/2020 | 245 | - | - | - | - | 245 |
| Marti Stevens | 100 | 2/22/2020 | 1/23/2020 | 160 | - | - | - | - | 160 |
| Marti Stevens | 101 | 2/22/2020 | 1/23/2020 | 750 | - | - | - | - | 750 |
| Kitchen Kid, LLC | 438521643 | 2/22/2020 | 1/23/2020 | 145 | - | - | - | - | 145 |
| Kitchen Kid, LLC | 438521655 | 2/22/2020 | 1/23/2020 | 145 | - | - | - | - | 145 |
| Kitchen Kid, LLC | 438521660 | 2/22/2020 | 1/23/2020 | 145 | - | - | - | - | 145 |
| Kitchen Kid, LLC | 438521668 | 2/22/2020 | 1/23/2020 | 145 | - | - | - | - | 145 |
| Kitchen Kid, LLC | 438521671 | 2/22/2020 | 1/23/2020 | 145 | - | - | - | - | 145 |
| Kitchen Kid, LLC | 438522168 | 2/22/2020 | 1/23/2020 | 49 | - | - | - | - | 49 |
| Kitchen Kid, LLC | 438522171 | 2/22/2020 | 1/23/2020 | 49 | - | - | - | - | 49 |
| Kitchen Kid, LLC | 438522643 | 2/22/2020 | 1/23/2020 | 22 | - | - | - | - | 22 |
| Kitchen Kid, LLC | 438522660 | 2/22/2020 | 1/23/2020 | 44 | - | - | - | - | 44 |
| Kitchen Kid, LLC | 438523011 | 2/22/2020 | 1/23/2020 | 263 | - | - | - | - | 263 |
| Kitchen Kid, LLC | 438523511 | 2/22/2020 | 1/23/2020 | 164 | - | - | - | - | 164 |
| Educational Professionals of Central Cal | 69 | 2/22/2020 | 1/23/2020 | 1,200 | - | - | - | - | 1,200 |
| Educational Professionals of Central Cal | 70 | 2/22/2020 | 1/23/2020 | 1,500 | - | - | - | - | 1,500 |
| Pacific Martial Arts | 1012020 | 2/22/2020 | 1/23/2020 | 300 | - | - | - | - | 300 |
| Pacific Martial Arts | 2020102 | 2/22/2020 | 1/23/2020 | 330 | - | - | - | - | 330 |
| Pacific Martial Arts | 2020103 | 2/22/2020 | 1/23/2020 | 330 | - | - | - | - | 330 |
| Pacific Martial Arts | 2020104 | 2/22/2020 | 1/23/2020 | 100 | - | - | - | - | 100 |
| Pacific Martial Arts | 2020105 | 2/22/2020 | 1/23/2020 | 100 | - | - | - | - | 100 |
| Pacific Martial Arts | 2020106 | 2/22/2020 | 1/23/2020 | 225 | - | - | - | - | 225 |
| Pacific Martial Arts | 2020107 | 2/22/2020 | 1/23/2020 | 225 | - | - | - | - | 225 |
| American Academy of Martial Arts | Jan. 2020 #1 | 2/22/2020 | 1/23/2020 | 365 | - | - | - | - | 365 |
| ARIEL Theatrical | 3137 | 2/22/2020 | 1/23/2020 | 2,030 | - | - | - | - | 2,030 |
| Sara Barlow | 2019C | 2/23/2020 | 1/24/2020 | 2,025 | - | - | - | - | 2,025 |
| Brian Hammons Piano | 328 | 2/23/2020 | 1/24/2020 | 870 | - | - | - | - | 870 |
| Brian Hammons Piano | 329 | 2/23/2020 | 1/24/2020 | 1,000 | - | - | - | - | 1,000 |
| Institute for Excellence in Writing | 646644 | 2/23/2020 | 1/24/2020 | 194 | - | - | - | - | 194 |
| Institute for Excellence in Writing | 646660 | 2/23/2020 | 1/23/2020 | 54 | - | - | - | - | 54 |
| Moving Beyond the Page | 209971 | 2/23/2020 | 1/24/2020 | 34 | - | - | - | - | 34 |

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|----------------------------|-----------------------|--------------|------------|---------|----------------------|-----------------------|-----------------------|-----------------------|-------|
| Moving Beyond the Page | 209979 | 2/23/2020 | 1/24/2020 | 72 | - | - | - | - | 72 |
| MEL Science Ltd | RR202001243 | 2/23/2020 | 1/24/2020 | 377 | - | - | - | - | 377 |
| LEGO Education | 1190414724 | 2/24/2020 | 12/26/2019 | 108 | - | - | - | - | 108 |
| Marti Stevens | 091 | 2/28/2020 | 12/19/2019 | 735 | - | - | - | - | 735 |
| Rainbow Resource Center | 2829228 | 3/2/2020 | 1/2/2020 | 361 | - | - | - | - | 361 |
| Rainbow Resource Center | 2830060 | 3/3/2020 | 1/3/2020 | 53 | - | - | - | - | 53 |
| Rainbow Resource Center | 2830063 | 3/3/2020 | 1/3/2020 | 50 | - | - | - | - | 50 |
| Rainbow Resource Center | 2830072 | 3/3/2020 | 1/3/2020 | 78 | - | - | - | - | 78 |
| Rainbow Resource Center | 2832728 | 3/7/2020 | 1/7/2020 | 25 | - | - | - | - | 25 |
| Time4Learning | T4LYVS2019 | 3/7/2020 | 1/7/2020 | 728 | - | - | - | - | 728 |
| Math-U-See Inc. | 0591941-IN | 3/9/2020 | 1/9/2020 | 116 | - | - | - | - | 116 |
| Beautiful Feet Books, Inc. | 11465 | 3/10/2020 | 1/10/2020 | 90 | - | - | - | - | 90 |
| Time4Writing.com | T4W10682 | 3/10/2020 | 1/10/2020 | 238 | - | - | - | - | 238 |
| Rainbow Resource Center | 2835084 | 3/11/2020 | 1/11/2020 | 35 | - | - | - | - | 35 |
| Rainbow Resource Center | 2835086 | 3/11/2020 | 1/11/2020 | 118 | - | - | - | - | 118 |
| Rainbow Resource Center | 2835345 | 3/13/2020 | 1/13/2020 | 54 | - | - | - | - | 54 |
| Rainbow Resource Center | 2835437 | 3/13/2020 | 1/13/2020 | 198 | - | - | - | - | 198 |
| Rainbow Resource Center | 2835496 | 3/13/2020 | 1/13/2020 | 198 | - | - | - | - | 198 |
| Rainbow Resource Center | 2835085 | 3/13/2020 | 1/13/2020 | 172 | - | - | - | - | 172 |
| Beautiful Feet Books, Inc. | 11472 | 3/13/2020 | 1/13/2020 | 226 | - | - | - | - | 226 |
| Math-U-See Inc. | 0592711-IN | 3/14/2020 | 1/14/2020 | 116 | - | - | - | - | 116 |
| Math-U-See Inc. | 0592715-IN | 3/14/2020 | 1/14/2020 | 116 | - | - | - | - | 116 |
| Math-U-See Inc. | 0592915-IN | 3/15/2020 | 1/15/2020 | 120 | - | - | - | - | 120 |
| Math-U-See Inc. | 0592918-IN | 3/15/2020 | 1/15/2020 | 166 | - | - | - | - | 166 |
| Rainbow Resource Center | 2837312 | 3/15/2020 | 1/15/2020 | 490 | - | - | - | - | 490 |
| Rainbow Resource Center | 2837313 | 3/15/2020 | 1/15/2020 | 30 | - | - | - | - | 30 |
| Rainbow Resource Center | 2837406 | 3/15/2020 | 1/15/2020 | 28 | - | - | - | - | 28 |
| Rainbow Resource Center | 2837410 | 3/15/2020 | 1/15/2020 | 197 | - | - | - | - | 197 |
| Rainbow Resource Center | 2837897 | 3/16/2020 | 1/16/2020 | 25 | - | - | - | - | 25 |
| Rainbow Resource Center | 2837899 | 3/16/2020 | 1/16/2020 | 35 | - | - | - | - | 35 |
| Rainbow Resource Center | 2838091 | 3/16/2020 | 1/16/2020 | 28 | - | - | - | - | 28 |
| Math-U-See Inc. | 0592972-IN | 3/16/2020 | 1/16/2020 | 116 | - | - | - | - | 116 |
| Home Science Tools | 978451A | 3/16/2020 | 1/16/2020 | 45 | - | - | - | - | 45 |
| Home Science Tools | 978550A | 3/17/2020 | 1/17/2020 | 60 | - | - | - | - | 60 |
| Math-U-See Inc. | 0593155-IN | 3/17/2020 | 1/17/2020 | 116 | - | - | - | - | 116 |
| Math-U-See Inc. | 0593156-IN | 3/17/2020 | 1/17/2020 | 116 | - | - | - | - | 116 |
| Rainbow Resource Center | 2838275 | 3/20/2020 | 1/20/2020 | 87 | - | - | - | - | 87 |
| Rainbow Resource Center | 2838595 | 3/20/2020 | 1/20/2020 | 44 | - | - | - | - | 44 |
| Rainbow Resource Center | 2838681 | 3/20/2020 | 1/20/2020 | 123 | - | - | - | - | 123 |
| Rainbow Resource Center | 2838826 | 3/20/2020 | 1/20/2020 | 112 | - | - | - | - | 112 |
| Rainbow Resource Center | 2838951 | 3/20/2020 | 1/20/2020 | 51 | - | - | - | - | 51 |
| Rainbow Resource Center | 2759267 | 3/20/2020 | 1/20/2020 | 20 | - | - | - | - | 20 |
| Rainbow Resource Center | 2840891 | 3/22/2020 | 1/22/2020 | 93 | - | - | - | - | 93 |
| Math-U-See Inc. | 0593797-IN | 3/22/2020 | 1/22/2020 | 116 | - | - | - | - | 116 |
| Math-U-See Inc. | 0593801-IN | 3/22/2020 | 1/22/2020 | 193 | - | - | - | - | 193 |
| Math-U-See Inc. | 0593809-IN | 3/22/2020 | 1/22/2020 | 162 | - | - | - | - | 162 |

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|-----------------------------------|-----------------------|--------------|-----------|-------------------|----------------------|-----------------------|-----------------------|-----------------------|-------------------|
| Math-U-See Inc. | 0593923-IN | 3/23/2020 | 1/23/2020 | 56 | - | - | - | - | 56 |
| Math-U-See Inc. | 0594001-IN | 3/23/2020 | 1/23/2020 | 107 | - | - | - | - | 107 |
| Math-U-See Inc. | 0594035-IN | 3/23/2020 | 1/23/2020 | 51 | - | - | - | - | 51 |
| Math-U-See Inc. | 0594051-IN | 3/23/2020 | 1/23/2020 | 149 | - | - | - | - | 149 |
| Rainbow Resource Center | 2841290 | 3/23/2020 | 1/23/2020 | 42 | - | - | - | - | 42 |
| Rainbow Resource Center | 2841670 | 3/23/2020 | 1/23/2020 | 71 | - | - | - | - | 71 |
| Rainbow Resource Center | 2841736 | 3/23/2020 | 1/23/2020 | 108 | - | - | - | - | 108 |
| Rainbow Resource Center | 2841746 | 3/23/2020 | 1/23/2020 | 97 | - | - | - | - | 97 |
| Rainbow Resource Center | 2842025 | 3/24/2020 | 1/24/2020 | 75 | - | - | - | - | 75 |
| Rainbow Resource Center | 2842486 | 3/24/2020 | 1/24/2020 | 119 | - | - | - | - | 119 |
| Rainbow Resource Center | 2842493 | 3/24/2020 | 1/24/2020 | 141 | - | - | - | - | 141 |
| Total Outstanding Payables | | | | \$ 159,528 | \$ 46,966 | \$ 2,261 | \$ 195 | \$ - | \$ 208,950 |



Public Random Drawing/Lottery Policy

Yosemite Valley Charter School is committed to providing quality education to all students who wish to attend, within the school boundaries. Based on available resources, it may be necessary to limit admissions, and in that event a Public Random Drawing/Lottery will be held to determine admission. Yosemite Valley Charter School ensures admission will not be based on any protected characteristics, including, but not limited to, disability, race, gender, national origin, and religion.

The purpose of the Yosemite Valley Charter School Governing Board approving the Public Random Drawing/Lottery Policy is to accomplish the following:

1. Establish the procedures under which the Yosemite Valley Charter School (“School”) will conduct the School’s public random drawing/lottery in the event that applications for enrollment exceed the School’s capacity.

- 1. Enrollment:** The School is a non-classroom based charter school that operates solely as an independent study program. Admission to the School is open to any student who resides within the boundaries of Fresno County or an adjacent county. The School will accept all students who wish to attend, so long as it has the capacity to serve them. The School’s Governing Board will annually determine the maximum enrollment for each school year based on, among other factors, the annual budget, staffing, and available resources prior to the start of the Open Enrollment Period. Limits may be established by grade level and for the school as a whole.

The Board will set an Open Enrollment Period each year. Applications will be accepted during the publicly advertised Open Enrollment Period each year for enrollment during the following school year. Following the close of the Open Enrollment Period, applications shall be counted to determine whether the School has received more applications than maximum enrollment capacity. If the number of pupils who wish to attend the School exceeds the School’s capacity for a specific grade level, enrollment in the impacted grade level or levels will be determined by a Lottery conducted in accordance with the procedures set forth in this Policy and applicable law. Admission preferences will only be extended consistent with this Policy, the School’s charter, and applicable law.

Admission preferences will not be based on any protected characteristics, including, but not limited to, disability, race, gender, national origin, and religion. In addition, enrollment preferences will not limit enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, or foster youth.

- 2. Lottery Procedures:** In the event that there are more students who wish to attend the School than there are spots available upon closure of the Open Enrollment Period, the School will conduct a Lottery during the Spring semester prior to the academic year for which enrollment is sought.

All pupils, except those who are guaranteed admission as provided in this Policy and the School's charter, who wish to enroll in the School must participate in the Lottery subject to the following:

1. Students who reside within the boundaries of the Westside Elementary School District ("District") will have their names placed in the Lottery pool twice.
2. Students who reside outside the boundaries of the District will have their names placed in the Lottery once.

The following students are exempt from the Lottery and are guaranteed enrollment in the School: (1) students currently enrolled in the School at the close of the Open Enrollment period; and (2) siblings of currently enrolled students. "Sibling" is defined as a pupil who has at least one biological or adoptive parent in common with the admitted pupil, or who has been legally adopted by or placed under the legal guardianship of at least one biological or adoptive parent of the admitted pupil. Step-siblings are only considered siblings if they reside at the same address as the sibling who is admitted into the School.

Public notice of the Open Enrollment Period and date of the Lottery will generally be posted on the School's website and the notice will provide the date, time, and location of the Lottery at least 10 days prior to the commencement of the Open Enrollment Period. This information will also be included in application forms. The Lottery will be conducted [by grade-level and] by the Principal or his/her designee using a random method of selection. Unique identifiers will be assigned to each applicant. The conduct of the Lottery will be open to the public and families are encouraged, but not required, to attend. The Principal or his/her designee will announce each applicant who is granted admission through the Lottery. Once the enrollment cap has been reached, the Principal or his/her designee will continue to drawing applicants will then be placed on the waitlist in the order drawn. Successful applicants will be notified electronically or by mail.

If a student is extended an offer of admission due to one of the preferences noted in this Policy or the School's charter, the School may request supporting documentation as part of the enrollment process. The School will conduct a verification of such documentation prior to finalizing the student's enrollment and may disqualify an applicant submitting materially false information.

After the Lottery process, and once an offer has been accepted by the family, additional information may be requested as part of the registration process. Following acceptance through the Lottery, students who are offered admission at the School at the time of the Lottery will have 10 calendar days to complete the registration process. If a student fails to timely complete the process, the spot may be filled from the waiting list.

Enrollment offers are valid only for the academic year for which the Lottery is conducted. There is no option to defer an offer of enrollment. Students accepting enrollment must generally complete required independent study agreements within seven (7) days of the beginning of the school year, unless otherwise advised by the School.

- 3. Waitlist:** If a slot becomes available because an accepted student declines enrollment, fails to timely complete the enrollment process, a student leaves the School after the start of the academic year, or as spots become available, the School may notify families on the waitlist in the order they appear on the waitlist.

Students drawn from the waitlist shall have five (5) school days to accept the enrollment slot (via telephone or email to the School) and proceed with the registration process. Applicants

must complete a registration packet with all required documentation and by the deadline given by the School to confirm enrollment.

Students who are not offered a spot for the academic school year for which the Lottery was held may remain on the waitlist for that academic year unless the parent or guardian requests that the student be removed from the waitlist earlier. The waitlist shall not carry over from one year to the next. Students who have not been admitted will be required to submit a new enrollment application for the next school year and are required to participate in the Lottery if space is limited.



Homeless Education Policy

Yosemite Valley Charter School is committed to ensuring that homeless students are provided equal access to the same free, appropriate public education provided to other children and youth. Homeless students will be given access to the education and other services that such students need to ensure that they have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. Homeless students will not be stigmatized or segregated in a separate school or program based on the student's status as homeless.

The purpose of the Yosemite Valley Charter School Governing Board approving this Homeless Education Policy is to accomplish the following:

1. Define Homeless Children and Youth
2. Identify the Homeless Liaison's Responsibilities
3. Explain the Requirements for Enrollment of Homeless Children and Youth
4. Identify Enrollment Disputes and the Dispute Resolution Process
5. Outline Transportation Options
6. Define Comparable Education Services for Homeless Children and Youth
7. Describe Coursework and Graduation Requirements

1. Definitions:

- ***Homeless children and youths*** means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youths:
 - Who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks (not including mobile home parks), or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
 - Who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;
 - Who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
 - Who are migratory children who qualify as homeless for purposes of this part because the children are living in circumstances described above.
- ***Unaccompanied youth*** includes a youth not in the physical custody of a parent or guardian.
- ***The Charter School is the school of origin*** when the student attended the Charter School when permanently housed or was last **admitted** ~~enrolled~~ when the student became homeless. The Charter School will not be considered the school of origin when it is

contrary to the wishes of a student's parent(s) or guardian(s), or is not in the best interest of the student.

In determining the best interest of the child or youth, the School shall:

- Presume that keeping the child or youth in the school of origin is in the best interest of the child or youth, less it is contrary to the request of the child's or youth's parent or guardian, or unaccompanied youth;
- Consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or unaccompanied youth;
- If, after conducting the best interest determination based on consideration of the presumption identified above and the student-centered factors identified above, the School determines that it is not in the child's or youth's best interest to attend the School, the School shall provide the child's or youth's parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal; and
- In the case of an unaccompanied youth, ensure that the School liaison assists in placement or **enrollment admission** decisions, gives priority to the views of such unaccompanied youth and provides notice to such youth of the right to appeal.

A child or youth or unaccompanied youth shall be considered homeless for as long as he/she is in a living situation described above.

2. Homeless Liaison Responsibilities: The Charter School's homeless liaison is required to do all of the following:

- Ensure that homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies;
- Ensure that homeless children and youth **enroll are admitted** in, and have a full and equal opportunity to succeed in the School;
- Ensure that homeless children and youths have access to and receive educational services for which such families, children, and youth are eligible, including referrals to health care services, dental services, mental health and substance abuse services, housing services and other appropriate services;
- Ensure that the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- Ensure that **enrollment admission** disputes are mediated in accordance with the dispute resolution process outlined below;
- Ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians, including schools,

shelters, public libraries and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths;

- Ensure that school personnel providing services participate in professional development and other technical support as determined appropriate by the State Coordinator;
- Ensure that unaccompanied youths 1) are ~~enrolled~~ admitted to ~~in~~ school; 2) have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, including implementation of procedures to identify and remove barriers that prevent youths from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school; and 3) are informed of their status as independent students and that the youths may obtain assistance from the liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid.

- 3. Enrollment Admission:** All homeless students are required to follow the school's process for ~~enrolling~~ admitting students, including filling out and submitting the school's enrollment packet on time. As with all students, ~~enrollment~~ admission depends upon availability. In the event of an oversubscription in a grade, homeless students will participate in the lottery as with any other student. ~~As used in this policy, admission means attending classes and participating fully in school activities.~~

If the homeless student seeking ~~admission to enroll~~ is unable to produce records normally required for admission ~~enrollment~~, such as previous academic records, medical records, proof of residency or other documentation, this will not serve as a basis for non-~~enrollment~~ admission. Provided that the ~~enrollment~~ admission process has been followed in all other respects, a homeless student will be ~~enrolled~~ admitted in the School despite the missing paperwork. Upon ~~enrollment~~ admission, the School will contact the school last attended by the students to obtain relevant academic and other records.

If the student needs to obtain immunizations, or immunization or medical records, the School will immediately refer the parent or guardian of the student, or the unaccompanied youth, to the Homeless Liaison, who shall assist in obtaining necessary immunizations, or immunization or medical records.

A homeless student shall be allowed to continue his or her education in the school of origin through the duration of homelessness. If the homeless student's status changes before the end of the academic year so that the student is no longer homeless, either of the following apply: 1) If the homeless student is in high school, the School (if it the school of origin) shall allow the formerly homeless student to continue that student's education in the School through graduation; 2) If the homeless student is in kindergarten or any of grades 1 to 8, inclusive the School (if it is the school of origin) shall allow the formerly homeless student to continue that student's education in the School through the duration of the academic school year.

- 4. Enrollment Admission Disputes and the Dispute Resolution Process:** If a dispute arises over ~~enrollment~~ admission in the Charter School of a homeless student, the student will be immediately enrolled to the Charter School in which ~~enrollment~~ admission is sought, pending resolution of the dispute. ~~"Enrolled" means attending classes and participating fully in school activities.~~

The Charter School will refer the student and/or his/her parents or guardians to the Homeless Liaison, who will carry out the dispute resolution in accordance with the process set forth

below, as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied youth, the Homeless Liaison will ensure that the youth is immediately **enrolled admitted** in school pending resolution of the dispute.

Parents, guardians and unaccompanied youth may provide written or oral documentation to support their positions about **enrollment admission** and may seek assistance of social services, advocates, and/or service providers in the dispute process.

The Charter School will provide the parent or guardian of the student with a written explanation of the Charter School's decision regarding **enrollment admission**, including the rights of the parent, guardian or unaccompanied youth's appeal the decision. The written explanation will be complete, as brief as possible, simply stated and provided in a language that the parent, guardian or unaccompanied youth can understand.

If the dispute remains unresolved at the Charter School level or is appealed, then the Charter School Homeless Liaison will forward all written documentation and related paperwork to the homeless liaison at the county office of education (COE). The COE's homeless liaison will review these materials and determine the school selection or **enrollment admission** decision within five (5) working days of receipt of the materials. The COE homeless liaison will notify the Charter School and parent/guardian/unaccompanied youth of the decision.

If the dispute remains unresolved at the COE level or is appealed to the State, then the COE homeless liaison will forward all written documentation and related paperwork to the State Homeless Coordinator. Upon review, the CDE will notify the parent/guardian/unaccompanied youth of the decision relating **enrollment admission** in the Charter School within ten working days of receipt of the materials.

- 5. Transportation:** The Charter School will provide or arrange for transportation of a homeless student, at the request of the parent, guardian or Homeless Liaison, to the Charter School when the Charter School is the school of origin. If the student begins living in an area served by another local educational agency while continuing his/her education at the Charter School, the Charter School will contact that local educational agency to agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the Charter School.
- 6. Comparable Education Services:** Each homeless student will be provided access to services comparable to services offered to other students in the Charter School, including but not limited to the following:
 - Educational services for which the homeless student meets federal, state and local program eligibility criteria
 - Programs in career and technical education
- 7. Coursework and Graduation Requirements:** The School shall accept coursework satisfactorily completed by a homeless student while attending another public school, a juvenile courts school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school even if the pupil did not complete the entire course and shall issue that homeless student full or partial credit for the coursework completed.

The credits accepted shall be applied to the same or equivalent course, if applicable, as the coursework completed in the prior school.

The School shall not require a homeless student to retake a course if the student has satisfactorily completed the entire course in a prior school. If the student did not complete the

entire course, the School shall not require the pupil to retake the portion of the course the student completed unless the School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be admitted in the same or equivalent course, if applicable, so the student may continue and complete the entire course.

A homeless student shall not be prevented from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of California.

A homeless student who transfers between schools any time after the completion of the pupil's second year of high school and is in the student's third or fourth year of high school, the School shall exempt from all coursework and other requirements adopted by the School that are in addition to the statewide coursework requirements specified in Education Code section 51225.3, unless the School makes a finding that the student is reasonably able to complete the School's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

If the School determines that the homeless student is reasonably able to complete the School's graduation requirements within the student's fifth year of high school, the School shall do all of the following: 1) Inform the student of the student's option to remain in school for a fifth year to complete the School's graduation requirements; 2) Inform the student, and the student's educational rights holder, about how remaining in the School for a fifth year to complete the School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution; 3) Provide information to the student about transfer opportunities available through the California Community Colleges; 4) Permit the student to stay in school for a fifth year to complete the School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or if under 18 years of age, with the person holding the right to make educational decisions for the student.

To determine whether a homeless student is in the third or fourth year of high school, either the number of credits the pupil has earned to the date of transfer or the length of the student's school admission may be used, whichever will qualify the student for the exemption.

Within 30 calendar days of the date that a homeless student may qualify for the exemption from local graduation requirements transfers into a school, the School shall notify the student, the educational rights holder, and the School's liaison for homeless children and youth of the availability of the exemption and whether the student qualifies for an exemption. If the School fails to provide timely notice, the student shall be eligible for the exemption from local graduation requirements once notified, even if that notification occurs after the student is no longer homeless, if the student otherwise qualifies for the exemption.

A homeless student that has been exempted from local graduation requirements in accordance with Education Code section 51225.1 and completes the statewide coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and that student would otherwise be entitled to remain in attendance at the school, the School shall not require or request that the pupil graduate before the end of the student's fourth year of high school.

If a homeless student is exempted from local graduation requirements pursuant to Education Code section 51225.1, the School shall notify the student and the person holding the right to make educational decisions for the student how any of the requirements that are waived will

affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

If a homeless student who is eligible for the exemption from local graduation requirements and would otherwise be entitled to remain in attendance at the School shall not be required to accept the exemption or be denied admission in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of high education, regardless of whether those courses are required for statewide graduation requirements.

If a homeless student is not exempted from local graduation requirements or has previously declined the exemption, the School shall exempt the student at any time if an exemption is required by the student and the student qualifies for the exemption.

If a homeless student is exempted from local graduation requirements, the School shall not revoke the exemption.

If a homeless student is exempted from local graduation requirements, the exemption shall continue to apply after the pupil is no longer a homeless student while the student is admitted in the School or if a homeless student who is exempt from local graduation requirements transfers to the School from another school.

The School shall not require or request a homeless student to transfer schools in order to qualify the pupil for an exemption.

A complaint for noncompliance with this section may be filed with the School under the School's Uniform Complaint Procedures.

*This policy was adapted from the Charter School Development Center- Homeless Youth Policy.



Educational Vendor Policies and Procedures

Yosemite Valley Charter School (“Charter School”) is focused on “Personalized Learning”, a philosophy that puts every student first by supporting them in honoring and exploring their unique skills, special gifts, talents, and aspirations. In furtherance of this philosophy and Charter School’s educational mission, families and Charter School staff together carefully select educational items and services for students to fit their goals and education plan.

The purpose of the Yosemite Valley Charter School Governing Board approving the Educational Vendor Policies and Procedures is to accomplish the key requirements detailed in this policy, including:

1. The Principal (as defined below) must approve all vendors before they can provide educational items or services to students.
2. The Homeschool Teacher (as defined below) and Principal (as defined below) must approve all requests for educational items or services to ensure they are aligned with the charter petition and student’s personalized learning curriculum.
3. No family may spend, or obligate the Charter School to spend, any Charter School monies on educational items and services. Charter School is responsible for making purchases of approved educational items and services.

VENDOR APPLICATION AND APPROVAL

1. **Educational Vendor Applications:** Charter School contracts with educational vendors who provide educational enrichment services (e.g., in-person educational activities) and items (e.g., textbooks, workbooks, etc.) to students. Vendors must submit an application to Charter School detailing critical information such as qualifications and services. Charter School shall carefully review Vendor’s application, website, available references, social media, and other pertinent information.

The principal or his/her designee (“Principal”) must approve all educational vendors and enter into an agreement with approved vendors before a vendor can provide any educational services to students. The Principal may reject a vendor applicant or terminate vendor services for any reason. The Principal may delegate his/her authority to approve vendors as necessary to promote the effective operations of the Charter School. For educational products, parents may submit requests specific educational products from a particular vendor (e.g., pencils from an online store). The Charter School’s approval of the educational product request (approval process described below) serves as vendor approval.

2. **Vendor Guidelines:** The Principal is responsible for approving vendors, and must ensure the vendor meets guidelines, including, but not limited to the following:

- Vendor must have the qualifications, skills and, if applicable, the certification and licenses necessary to perform the requested services in a competent and professional manner.
- Vendor conducts background checks pursuant to Education Code section 45125.1 to ensure Vendor (if an individual), its employees, and agents who interact with students have not committed a serious or violent felony.
- Vendor services and/or products must be non-sectarian. Vendor’s services and products must not discriminate on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation or any other protected basis under California law.
- Vendor must maintain adequate levels of insurance for its educational services.
- Vendor must not be a private school offering services through a part-time program (e.g., after school programs) or a parent-organized group (also known as “co-op”).
- Vendors must qualify as independent contractors in accordance with applicable laws. This is determined by the Principal based on vendor representations and vetting by the Charter School or its service provider.

3. **Vendor Agreement:** Once the Principal has approved a vendor, the vendor and Charter School must enter into a vendor agreement before the school can order educational services from the vendor. Considering families may have one-off requests for educational products, a vendor agreement may not be necessary for the Charter School to purchase educational products (e.g., ordering pencils from an online store for one student). The vendor agreement will include protections set forth in this policy, including, but not limited to requiring background checks for staff interacting with students, prohibitions on non-sectarian/discriminatory items and services, insurance and indemnification provisions, and more.

REQUESTING EDUCATIONAL SERVICES AND ITEMS

1. **Requests:** Students make requests for educational services and items through the Enrichment Ordering System. The Enrichment Ordering System is accessible on the Charter School website and features a list of approved educational vendors. All requests for educational services and items must: (i) first be approved the credentialed teacher assigned to supervise student’s independent study (“Homeschool Teacher”); and (ii) approved by the principal or designee. The Principal may delegate his/her authority to approve parent requests for educational items and services as necessary to promote the effective operations of the Charter School.

The Principal can deny any request for educational items or services in his or her sole discretion for any reason. Families cannot directly purchase, or obligate the Charter School to purchase, any educational items or service without Charter School’s approval.

The planning amount for each student for educational items and services per full school year is **[\$INSERT AMOUNT]** for the **[INSERT SCHOOL YEAR]**. This planning amount for educational items and services is based, in part, on a student’s attendance.

Parents and students are not guaranteed to receive any educational items and services up to and equal to this planning amount, as a Homeschool Teacher and the Principal must approve all requests. The planning amount is also not a mandatory cap limiting the

Charter School's ability provide necessary educational services to students (e.g., pursuant to a student's individualized education program). The Charter School developed this planning amount to help ensure the school provides educational items and services aligned with its budget and to help ensure fair and equal treatment of students, to the extent consistent with individual needs. Parents and students are not given access to direct or encumber planning amount funds. Parents are encouraged to work with their Homeschool Teacher to develop multi-year plans for their children because their educational needs may vary from year-to-year. While the Charter School does not guarantee any specific amount of funding for educational services and items, a multi-year plan empowers the Charter School and families to develop a personalized course of study suited to their children's needs and the Charter School to effectively budget for all students. The planning amount cannot be transferred to any other student.

The Homeschool Teacher and Principal are responsible for granting requests and allocating educational products and services in a nondiscriminatory manner. The Charter School shall seek to purchase cost-effective educational items and services. The Homeschool Teacher and Principal shall ensure purchased educational items and services meet the following requirements:

- From approved vendors only.
- Support the requesting student's personalized curriculum and education plan. Must be aligned with State standards, student's course of study (e.g., requested amount of fabric corresponds to length of course/project), and student's independent study master written agreement.
- From a vendor who is not related to the Charter School family requesting the educational items or services and otherwise does not present conflict of interest concerns.

2. **Core Subject Curriculum:** The Homeschool Teacher and Principal must ensure students access all necessary "core subject curriculum" – education items/services necessary for the student to complete his/her State standards-aligned course of study – before approving any extracurricular activities or supplemental educational or enrichment items. Core subject curriculum includes physical curriculum like McGraw Hill Textbook Set and associated workbooks and access to digital educational platforms such as Odysseyware or StongMind Digital Learning.

3. **Enrichment Certificates:** After the Homeschool Teacher and Principal approve a request through the Enrichment Ordering System, an "Enrichment Certificate" is created by Charter School. Charter School requests educational services and items from approved vendors through Enrichment Certificates. If necessary, Charter School may use an approved vendor's purchase order form in lieu of an Enrichment Certificate. Certificates/purchase orders should include important information, including the requested educational services, dates of services, Enrichment Certificate/PO Number, and approved cost for services.

Vendors must receive an approved Enrichment Certificate/purchase order before providing educational services or items to students. Vendors must receive the Enrichment Certificate/purchase order and provide the requested education services before submitting an invoice to Charter School.

4. **Prohibited Requests:** Charter School students can only request education services and items available in the Enrichment Ordering System. The following is a non-exhaustive list of prohibited items and services:

- Backpacks

- Amusement park tickets
- Video game hardware or software
- Excessive quantities of any item or service (e.g., beyond student’s course of study).
- Non-educational household items (e.g., storage containers, organizational items (large or small items), picture frames, etc.)
- Bicycles, tricycles, scooters, skateboards, rollerblades, roller skates, wagons, etc.
- Live animals or animal supplies small insects/amphibians/worms as a part of a science class. Certain kit and supplies can be ordered by a student (e.g., praying mantis, caterpillars, ladybugs, or silkworms to study; ant farms; or tadpoles)
- Top of the line musical instruments (where more reasonably-priced options are available)
- Educational items and services must be nonsectarian
- Taxis/Uber/Lyft rides and other transportation costs

5. **Educational Field Trips:** While families are prohibited from requesting trips to non-educational venues, they can request to join educational field trips through the Enrichment Ordering System (e.g., museums, aquariums, libraries, etc.) The Principal and Homeschool Teacher shall carefully scrutinize each request to ensure the requested educational field trip aligns with the student’s course of study and furthers their education and that all participants are necessary for student transportation, safety and supervision.

In light of the Charter School providing an independent study program, it is anticipated that a parent/guardian may need to serve as chaperone and transport their children for approved educational field trips. The Charter School Board finds funding the actual, reasonable, and necessary costs (not from a student’s planning amount) for a chaperone to access the educational field trip (e.g., ticket to museum, transportation costs) furthers public school purposes where necessary or desirable to allow students to participate in educational field trips.

6. **Student and Family Responsibilities:**

- A. Returning Educational Products: All educational items requested through the Enrichment Ordering System are the property of the Charter School. This includes any technology, textbooks, and other educational items. Families must return all educational products upon disenrollment or upon request by the Principal or Homeschool Teacher. In accordance with applicable law, parents are responsible for to replace lost, stolen, damage, or otherwise unreturned educational items.
- Certain items are “consumable”, meaning they are not functional after use (e.g., workbooks). These items can be discarded by families after use.
- B. Damaged or Lost Educational Items: Parents are responsible for replacing lost, stolen, damage, or otherwise unreturned educational items to the extent allowed under applicable law. If an educational item is damaged, parents must immediately contact the Homeschool Teacher for support.
- C. Required Attendance: Students must attend regular learning period meetings with their Homeschool Teacher to discuss progress, turn in quality work samples, and complete their Student Activity Logs (Attendance Logs) in order to make requests for extracurricular educational activities (e.g., non-core curriculum items) through Enrichment Ordering System.

7. **Questions:** If Charter School families have any questions about this policy or how to make requests for educational items and services, please contact Principal, Dr. Laurie Goodman at laurie@inspireschools.org



Yosemite Valley Charter School
Comprehensive School Safety Plan
SB 187 & SB 334 Compliance Document
2020-2021

1740 Huntington Dr. #205
Duarte, CA 91010

This document is to be maintained for public inspection during business hours

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Comprehensive School Safety Plan

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|-----------------------------------------------------------------------------------------------------------------|
| Yosemite Valley Charter School |
| Section A: General Information – School Safety - Includes Employee Fingerprint/Background Check - Ed Code 44237 |
| Part 1: District Commitment to School Safety |

Yosemite Valley Charter School is committed to ensuring that all enrolled students and all employees are safe and secure. Yosemite Valley Charter School believes that a beginning step toward safer schools is the development of a comprehensive plan for school safety by every school. Yosemite Valley Charter School intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans as a collaborative process. The plan will be reviewed and updated on an annual basis and proposed changes will be submitted to the Board for approval.

Comprehensive School Safety Plan

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|-----------------------------------------------------------------------------------------------------------------|
| Yosemite Valley Charter School |
| Section A: General Information – School Safety - Includes Employee Fingerprint/Background Check - Ed Code 44237 |
| Part 2: Legislative Requirements |

The California Education Code (sections 35294-35294.9) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

This requirement was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 187/SB 334 to contain the following elements:

Plans for Charter Schools must “identify appropriate strategies and programs that provide and maintain a high level of school safety and address the school’s procedures for complying with existing laws related to school safety, *including but not limited to*” the following:

- A. Employee Fingerprint/Background Check – Ed Code 44237
- B. Child Abuse Reporting Procedures - Penal Code 11165.5 & .6
- C. Emergency/Disaster Plans – Ed Code 32287; CCR Title 8, Sec 3220; ADA
- D. Suspension/Expulsion policies and procedures – Ed Code 48915
- E. Procedures to notify teachers of dangerous pupils – Ed Code 49079
- F. Discrimination and Harassment Policy (include hate crime reporting procedures and policies)*
- G. Schoolwide Dress Code (if it exists - including prohibition of gang-related apparel)
- H. Procedures for safe ingress and egress of pupils, parents, and school employees to and from school site (pick-up, drop-off, maps, etc.)
- I. A safe and orderly environment conducive to learning at the school

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

Comprehensive School Safety Plan

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| Yosemite Valley Charter School |
| Section A: General Information – School Safety - Includes Employee Fingerprint/Background Check - Ed Code 44237 |
| Part 3: Maintaining a Safe and Orderly Environment |

It is a priority of the administration and staff at Yosemite Valley Charter School that every student who attends our school will be provided with an environment in which the students not only feel physically safe, but that there is also a positive school climate in all activities.

Our administration and staff desire to provide an orderly, caring, and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

Our administration encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions among students from diverse backgrounds.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff shall encourage and reward success and achievement, participation in community projects, and positive student conduct.

Our school network promotes nonviolent resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. Staff shall receive training which implements and supports conflict resolution (California Education Code Sections 32230-32239, 35160, 35160.1, 44806).

Yosemite Valley Charter School remains in compliance with existing laws related to school safety. This plan outlines several elements critical to maintaining a safe school environment.

Comprehensive School Safety Plan

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| Yosemite Valley Charter School |
| Section A: General Information – School Safety - Includes Employee Fingerprint/Background Check - Ed Code 44237 |
| Part 4: Criminal Background Check |

CRIMINAL BACKGROUND CHECK

Yosemite Valley Charter School recognizes the importance of maintaining a safe workplace with employees who are honest, trustworthy, qualified, reliable, and nonviolent, and do not present a risk of harm to students, coworkers or others. Yosemite Valley Charter School will perform applicant background checks and employee investigations as required by Education Code section 47605 [b][f], which requires that “each employee of the school furnish the school with a criminal record summary”.

All employees must have Live Scan fingerprint results on file with Yosemite Valley Charter School. Proof of Live Scan fingerprinting is a requirement of employment and the results must be provided to Yosemite Valley Charter School prior to the first day of work. Live Scan fingerprinting will be required of all job applicants, employees, and volunteers as required by California and federal law. Background checks may also be required of employees whose job duties involve care of students, handling of money, valuables or confidential information, or as otherwise deemed prudent by the school. These background checks are performed through a fingerprinting service coordinated by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Any and all information obtained by Yosemite Valley Charter School may be taken into consideration in evaluating one’s suitability for employment, promotion, reassignment, or retention as an Employee.

Yosemite Valley Charter School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

Yosemite Valley Charter School may occasionally find it necessary to investigate current employees, where behavior or other relevant circumstances raise questions concerning work performance, reliability, honesty, trustworthiness, or potential threat to the safety of coworkers, students or others. Employee investigations may, where appropriate, include credit reports and investigations of criminal records, including appropriate inquiries about any arrest for which the employee is out on bail. In the event that a background check is conducted, Yosemite Valley Charter School will comply with the federal Fair Credit Reporting Act and applicable state laws, including providing the employee with any required notices and forms. Employees subject to an investigation are required to cooperate with Yosemite Valley Charter School’s lawful efforts to obtain relevant information, and may be disciplined up to and including suspension without pay and/or termination for failure to do so.

Employees with adverse background information (such as certain specific criminal conviction) may be ineligible for employment with Yosemite Valley Charter School.

Comprehensive School Safety Plan

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| Yosemite Valley Charter School |
| Section B: Child Abuse Reporting Procedures - Penal Code 11165.5 &.6 |
| Part 1: Child Abuse Reporting Procedures |

Child abuse reporting law (Penal Code Section 11166) requires that a Yosemite Valley Charter School employee who has reason to believe that a child has been subjected to abuse, report the incident to the proper authorities.

At Yosemite Valley Charter School, protecting children from child abuse is a major priority. Each year the administration sets aside time to meet with staff to discuss child abuse indicators and to remind teachers of the procedures to follow when abuse is suspected.

Employees of Yosemite Valley Charter School are familiar with Penal Code Section 11166 and understand the requirement that certificated and classified personnel report suspected child abuse immediately or as soon as practically possible to the Senior Director or to Children's Protective Services by telephone. They are aware that a call must be followed within at least 36 hours by a written report to the child protective agency.

All staff is aware of the location of a Child Abuse Information Folder that is kept on file and updated regularly. It includes informational literature, guidelines for recognizing abuse and specific directions for reporting it.

The determination as to who should be contacted will depend greatly upon the situation at hand. The local law enforcement agency will dispatch a unit to the school as soon as possible. Children's services may take much longer to respond. School personnel should always take into consideration the severity of the abuse and the extent to which the student's safety is at risk.

Comprehensive School Safety Plan

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| Yosemite Valley Charter School |
| Section B: Child Abuse Reporting Procedures - Penal Code 11165.5 &.6 |
| Part 1: Child Abuse Reporting Procedures |

The requirements of school personnel and the identification and reporting of known or suspected child abuse to a protective agency is mandated by the State of California Penal Code. In fact, failure to do so on the part of school personnel could lead to penalties which might be imposed on these individuals. Yosemite Valley Charter School board policies are continually updated to reflect appropriate legislation. Excerpts from the California Penal Code and Yosemite Valley Charter School Board Policy are presented below.

From California Penal Code Section 11166

...any child care custodian, health practitioner, or employee of a child protective agency who has knowledge or observes a child in his or her professional capacity within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

Yosemite Valley Charter School
– Child Abuse Prevention Programs

Recognizing that our responsibility to students includes the protection of their physical and mental well-being, the Governing Board desires to provide whatever opportunities or resources may be available for the prevention of child abuse.

The Board agrees with the Legislature that:

1. Child abuse and neglect is a severe and increasing problem in California.
2. School districts and preschools are able to provide an environment for training of children, parents, and all school district staff.
3. Primary prevention programs in the school districts are an effective and cost-efficient method of reducing the incidence of child abuse and neglect and for promoting healthy family environments.

Comprehensive School Safety Plan

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|----------------------------------------------------------------------|
| Yosemite Valley Charter School |
| Section B: Child Abuse Reporting Procedures - Penal Code 11165.5 &.6 |
| Part 1: Child Abuse Reporting Procedures |

Yosemite Valley Charter School – Child Abuse Prevention Programs (Continued)

The Senior Director shall explore funding and assistance available for the establishment of programs directed toward preventing the occurrence of child abuse, including physical abuse, sexual assault, and child neglect, and reducing the general vulnerability of children, including coordination with and training for parents and school staff.

Parents shall be given notice of, and may refuse to have their children participate in, prevention training program.

Yosemite Valley Charter School – Child Abuse and Neglect

Duty to Report

Certificated employees and classified employees trained in child abuse identification and reporting shall report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within thirty-six hours. The reporting duties are individual and cannot be delegated to another individual.

Definitions

1. “Child Abuse,” as defined by law, pursuant to Penal Code 273 and 11165, and for purposes of this regulation includes the following:
 - a. Physical abuse resulting in a non-accidental physical injury.
 - b. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.
 - c. Sexual abuse including both sexual assault and sexual exploitation.
 - d. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment.
 - e. Severe corporal punishment.

Comprehensive School Safety Plan

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Yosemite Valley Charter School – Child Abuse and Neglect (Continued)

2. “Mandated Reporters” are those people defined by law as “child care custodian,” “medical practitioners” and non-medical practitioners” and include virtually all school employees. The following school personnel are required to report:

Teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel employees, employees of a child care institution, head start teachers, school psychologists, licensed nurses, counselors, presenters of child abuse prevention programs and those instructional aides or other classified employees trained in child abuse reporting.

3. “Child Protective Agencies” are those law enforcements and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation department and child protective services.
4. “Reasonable Suspicion” means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse. (California Penal Code 11166)

Reporting Procedures

1. To report known or suspected child abuse, any employee (as defined above) shall report by telephone to the local child protective agency.

The telephone report must be made immediately, or as soon as practically possible, upon suspicion. The verbal report will include:

- a. The name of the person making the report.
- b. The name of the child.
- c. The present location of the child.
- d. The nature and extent of any injury.
- e. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse.

Comprehensive School Safety Plan

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Yosemite Valley Charter School – Child Abuse and Neglect (Continued)

At the time the verbal report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Within thirty-six (36) hours of making the telephone report, the mandated reporter will complete and mail a written report to the local child protective agency.

The written report shall include completion of the required standard Department of Justice form (DOJ SS 8572).

The mandated reporter may request and receive copies of the appropriate form either from the school district or directly from the local child protective agency.

Detailed instructions for completion of the form are on the back sheet of the form. Reporters may request assistance from the site administrator in completing and mailing the form; however, the mandated reporter is still responsible for ensuring that the written report is correctly filed.

3. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. The site administration, when notified, shall inform the Superintendent.

Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that the verbal or written reporting procedures are carried out according to state law and district regulations. If requested by the mandated reporter, the Senior Director may assist in the completion and filing of these forms.

Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.

Comprehensive School Safety Plan

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| Yosemite Valley Charter School |
| Section B: Child Abuse Reporting Procedures - Penal Code 11165.5 &.6 |
| Part 1: Child Abuse Reporting Procedures |

Yosemite Valley Charter School – Child Abuse and Neglect (Continued)

2. A mandated reporter who fails to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, is guilty of a misdemeanor and is punishable by confinement in jail for a term not to exceed six (6) months or by a fine of not more than one thousand dollars (\$1,000) or both. The mandated reporter may also be held civilly liable for damages for any injury to the child after a failure to report.
3. When two (2) or more persons who are required to report jointly, have knowledge of suspected instance of child abuse, and when there is agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.
4. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the Senior Director shall not notify the parent or guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent or guardian.

It is the responsibility of the peace officer to notify the parent or guardian of the situation. Peace officers will be asked to sign an appropriate release or acceptance of responsibility form (cf. 5145.11 – Questioning and Apprehension).

Comprehensive School Safety Plan

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Yosemite Valley Charter School
– Child Abuse and Neglect (Continued)

When School Employees are Accused of Child Abuse

Regardless of who child abusers may be, the major responsibilities of mandated reporters are to (1) identify incidents of suspected child abuse, and (2) comply with laws requiring reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Parent/guardians or members of the public accusing school employees of child abuse should be made aware of the ramifications of making false reports and should be provided with information regarding child abuse and child abuse reporting.

Pending the outcome of an investigation by a child protective agency and prior to the filing of formal charges, the employee may be subject to reassignment or a paid leave of absence.

Disciplinary action resulting from the filing of formal charges or upon conviction shall be in accordance with district policies, regulations and/or collective bargaining agreements. The Senior Director or designee should consult with legal counsel in implementing either suspension or dismissal.

Comprehensive School Safety Plan

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| Yosemite Valley Charter School |
| Section C: Emergency/Disaster Plans - Ed Code 32287; CCR Title 8, Sec 3220 ADA |
| Part 1: General Information - Disaster |

Yosemite Valley Charter School will take all necessary measures to keep students, staff and visitors safe in the event of a disaster. The following sections of this plan outline basic responsibilities for all staff for specific incidents

The Yosemite Valley Charter School has developed a Standardized Emergency Management System (SEMS) Plan that outlines in more detail, specific responsibilities for Emergency Response Teams at this school.

This Emergency Action Plan is being developed to provide information to the staff at Yosemite Valley Charter School to ensure pertinent information is available in the case of an incident that warrants a response. It is written in accordance with California Code of Regulations, Title 8, Section 3220 which outlines the components required for a plan. There are also components of the Standardized Emergency Management System (SEMS) and National Incident Management System (NIMS), including the Incident Command System incorporated in this plan. The purpose for the inclusion is that while Yosemite Valley Charter School may not have students on site, it will serve as an Emergency Operations Center if a multi-site incident occurs and support is needed for school or local community. At that time, the role of Yosemite Valley Charter School would be to serve as a resource and clearinghouse for information.

The plan is developed with a multi-hazard perspective to make it applicable to the widest range of emergencies and disasters, both natural and human caused. However, Administrators retain the flexibility to modify procedures and/or organization structure as necessary to accomplish the emergency response and recovery missions in the context of a particular hazard scenario.

The individual(s) responsible for implementation of this plan or to contact for any clarification is:

Name: _____ Department: _____

Phone: _____ Email: _____

Name: _____ Department: _____

Phone: _____ Email: _____

Plan Approval:

Name of Responsible Party

Title

Signature

Date

RECORD OF DISTRIBUTION

| Plan # | Office/Department | Representative | Signature |
|--------|-------------------|----------------|-----------|
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Emergency & Community Agency

Phone Numbers

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| Fire, Ambulance, Police | 9-1-1 |
| Local Police (Non-emergency) | 559-621-7000 Fresno or 559-324-2400 Clovis |
| Local Fire Department | 559-621-4357 |
| CIS Security | 559-495-3000 |
| Child Abuse/Neglect Reporting Line - CPS Fresno county | 1-559-255-8320 |
| Crime Reporting Hotline in your county https://www.fresno.gov/police/police-online-reporting-system/ | |
| Hazardous Materials: To report a leak or spill | 1-800-424-880 (559) 600-3357 |
| http://www.co.fresno.ca.us/departments/public-health/environmental-health/environmental-health-faq | |
| The Emergency Response Team can be reached during business hours at (559) 600-3271 or after hours through the Fresno Sheriff's Office at (559) 600-3111 | |
| Reset Fire Alarm (Misty) | 559-439-9200 |
| Building Keys (Misty) | 559-439-9200 |
| Gas/Water Shut Off (Mark at Clean Tech) | 559-351-1607 |
| Poison Control Center | 1 (800) 222-1222 |
| Disaster Assistance | 1-800-462-7585 |
| American Red Cross | 1-800-RED CROSS (1-800-733-2767) |
| Terrorist Threat | 1-877-A-THREAT |
| General City Telephone Information | 559-621-CITY 559-621-2489 |

INTRUSION AND/OR FIRE ALARMS

If an intrusion or fire alarm goes off the company responsible for monitoring the system is (name of company), (phone number).

PLAN IMPLEMENTATION

A key component to this plan is the Incident Command System (ICS). The five basic functions of: Management, Operations, Logistics, Planning/Intelligence and Finance/Administration must remain consistent, but the formation of the teams within those sections can be flexible to meet each school's needs.

To properly complete the EOP, the school needs to: (1) Assign roles for Management staff and Section Chiefs (2) form the site emergency teams, (3) provide the appropriate training for all staff (4) conduct exercises to test the plan, and (5) update the plans as needed.

Employees shall be offered training on the specifics of this plan when it is initially developed and when new employees are hired. Employees should be retrained when the plan changes due to a change in the layout or design of the facility, when new equipment, hazardous materials, or processes are introduced that affect evacuation routes, or when new types of hazards are introduced that require special actions. It would also be helpful to provide annual awareness training as a reminder. General training for employees should address the following:

- Individual roles and responsibilities.
- Threats, hazards, and protective actions.
- Notification, warning, and communications procedures.
- Emergency response procedures.
- Evacuation, shelter, and accountability procedures.
- Location and use of common emergency equipment.
- Emergency shutdown procedures.

Additional training may also need to be provided (i.e. first-aid procedures, portable fire extinguisher use, etc.) depending on the responsibilities allocated employees in the plan.

Once the emergency action plan has been reviewed with employees and everyone has had the proper training, it is a good idea to hold practice drills as often as necessary to keep employees prepared. Include outside resources such as fire and police departments when possible. After each drill, gather management and employees to evaluate the effectiveness of the drill. Identify the strengths and weaknesses of your plan and work to improve it.

ABOUT EMERGENCY MANAGEMENT SYSTEMS

Through the years, those agencies responsible for disaster response have come up with several different models for coordinating that response. Although these models differ, they share a common background: The Incident Command System (ICS). As a member of your school's emergency response team, you will need to be familiar with ICS and the emergency management systems used in California.

Incident Command System (ICS) Developed in the 1970's by Southern California Fire Protection Agencies, this system was designed to coordinate multi-jurisdictional response. The beauty of ICS is that it is based upon common terminology and on the division of response activities into five functional units that essentially eliminates the possibility of the duplication of efforts. ICS became the model for the state's system.

Standardized Emergency Management System (SEMS) Developed in response to the lack of agency and multi-jurisdictional coordination during the Oakland Fires of 1991, SEMS became the state-wide standard for coordinated emergency response. All agencies involved in emergency response are legally required to use SEMS. In fact, the **STATE** reimbursement of local costs incurred for emergency response/recovery is tied to the use of SEMS.

National Incident Management System (NIMS) After the national tragedy on September 11, 2001, it became clear that the country needed an emergency response system to address incidents that affected the entire nation. The national government looked at the system used in California and used it as a model to develop a national response system called NIMS. It is a FEMA approved emergency response system and will become the national model. National compliance was expected by 2006 but is still in progress. **FEDERAL** funding for emergency response/recovery grants is tied to the use of NIMS.

SCHOOL RESPONSE

In 1994 the State of California legislators passed the Petris Bill. This bill *requires* schools (who are considered to be special districts) to use the SEMS model in planning for, and responding to, school emergencies and disasters. HOMELAND SECURITY PRESIDENTIAL DIRECTIVE HSPD-5, which mandated the development and implementation of NIMS, now requires schools to integrate that system into their plans as well.

WHAT SPECIFIC LAWS* APPLY TO SCHOOLS

THE FIELD ACT (Garrison Act and Riley Act)

Sets building code standards for construction and remodeling of public schools and assigns the responsibility for assuring building code compliance to the Division of the State Architect.

THE KATZ ACT

Requires schools to establish an earthquake emergency system:

- Develop a disaster plan
- Conduct periodic drop and cover drills, evacuation procedures and emergency response actions—once each quarter in elementary schools and once each semester in secondary schools
- Provide training to students and staff in emergency response procedures
- Be prepared to have your school serve as a possible public shelter
- Take mitigation measures to ensure the safety of students and staff—such as securing equipment and furniture.

PUBLIC EMPLOYEES ARE DISASTER SERVICE WORKERS

California Government Code Section 3100

All school employees are considered disaster service workers when:

- A local emergency has been proclaimed
- A state emergency has been proclaimed
- or,*
- A federal disaster declaration has been made

NOTE: During a declared disaster, school employees are required, by law, to serve as disaster service workers and cannot leave their school site until formally released.

- Certificated employees risk losing their teaching credentials
- Classified employees may be charged with a misdemeanor

*This is not a legal opinion, confirmation is required determine if your organization is exempt from any regulations targeting schools. The assumption is that the laws apply to all public schools.

POST-DISASTER SHELTERS

Schools are required by both federal statute and state regulation to be available for shelters following a disaster.

- The American Red Cross has access to schools to set up shelters
- Local governments have access to schools to set up shelters
- Plan and make arrangements in advance to assure that you are prepared.

THE PETRIS BILL

California Government Code Section 8607

Requires schools to respond to disasters using the Standardized Emergency Management System (SEMS) by December 1996.

- ICS - (Incident Command System) organizing response efforts into five basic functions: Management, Operations, Logistics, Planning/Intelligence and Finance/Administration
- EOC - (Emergency Operations Center) setting up a central area of control using the five basic functions
- Coordinate all efforts with the operational area (county) EOC, city EOC and county office of education EOC
- Incorporation of SEMS into all school plans, training and drills
- Documentation of the use of SEMS during an actual emergency

HOMELAND SECURITY PRESIDENTIAL DIRECTIVE HSPD-5

February 28, 2003

On February 28, 2003, President George W. Bush issued Homeland Security Presidential Directive 5 (HSPD-5). HSPD-5 directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS).

HSPD-5 requires Federal departments and agencies to make the adoption of NIMS by state and local organizations a condition for Federal preparedness assistance (grants, contracts and other activities) by Fiscal Year 2005.

NIMS training requirements: All school employees (as designated Disaster Services Workers) are to complete ICS100, ICS200 and IS700.)

USING SEMS AND NIMS IN YOUR SCHOOL - AN OVERVIEW

Within SEMS and NIMS, an emergency response organization, known as the Incident Command System, consists of five Sections:

Management: responsible for policymaking with respect to disaster planning and preparedness and for the overall coordination of emergency response and recovery activities. This section has four members, the EOC Director/Incident Commander (IC), the Public Information Officer (PIO), the Safety Officer, and the Liaison Officer (LO). In short: they are *the leaders*.

Planning/Intelligence: responsible for creating the action plans and checklists that will be used by all of the sections during crisis response and recovery. The section is comprised of two teams: the Situation Status Team and the Documentation Team. During an emergency, these teams gather, analyze, disseminate, and record information critical to the functioning of the Management Section. Planning/Intelligence are often referred to as *the thinkers*.

Operations: responsible for response preparedness of the Assembly/Shelter, Communications, Crisis Intervention, Light Search and Rescue, First Aid, Student Release/Staff Accounting, and Maintenance/Fire/Site Security Teams. During a disaster, this section directs response activities of all of these teams and coordinates that response with the Management Section. These folks represent *the doers*.

Logistics: prior to a disaster, this section is in charge of creating a transportation plan, and ensuring that there are adequate supplies of food, water, and equipment for crisis response. During an emergency, the section's two teams, the Supplies/Staffing Team and the Transportation Team provide services, personnel, equipment, materials, and facilities, as needed. They are *the getters*.

Finance/Administration: in charge of creating policies and procedures for documenting costs associated with emergency response. This section has one team, called the Recordkeeping Team. During a disaster, they activate contracts with vendors, keep time records, track receipts, and account for expenditures. Their efforts make it possible for schools to reclaim costs associated with response and recovery activities from the state. They also gather all paperwork and

documentation at the end of the incident for inclusion in the After Action Report (AAR). They are called *the payers*.

THE EMERGENCY OPERATIONS CENTER

During an emergency, the Management Section gathers together in an area/room to set-up a “command center” also known as the Emergency Operations Center (EOC). In the EOC, the Management Section makes decisions affecting response activities based upon information coming in from the Section Chiefs.

A Word About Unified Command

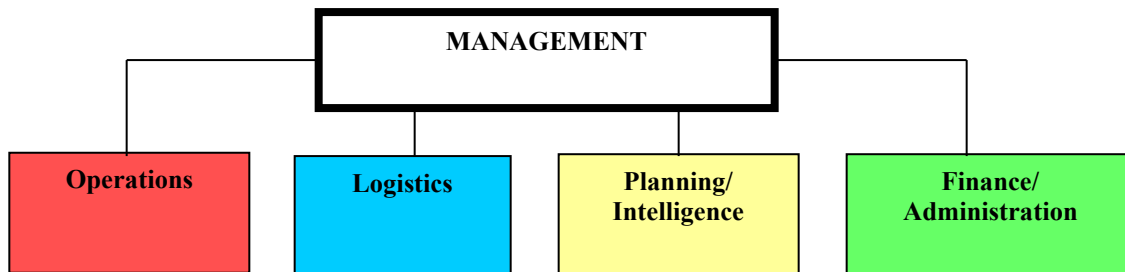
The control of and response to emergencies is the sole responsibility of the site teams *until* first responders arrive. Once they arrive, incident command transitions to **“Unified Command.”** This transition is immediately facilitated by an on-site briefing of first responders by the Management Staff and Section Chiefs. Following the initial briefing, the site’s Incident Commander will begin to work closely with representatives of each response agency to plan and carry out response activities. Other employees may be asked to participate as well, depending upon the incident at hand and the available staffing of emergency responders. All staff should be prepared to participate if necessary.

In the EOC, this means that first responder representatives will essentially be running response activities in consultation with the organization’s Management Staff and Section Chiefs. In the field, Team Leaders and Team Members will work alongside first response teams, *unless* the EOC Director/Incident Commander has deemed it is too dangerous or unsafe for them to do so. *Remember*, first responders are professionals. Work with them and take your cues from them.

The Dual Role of the School Office

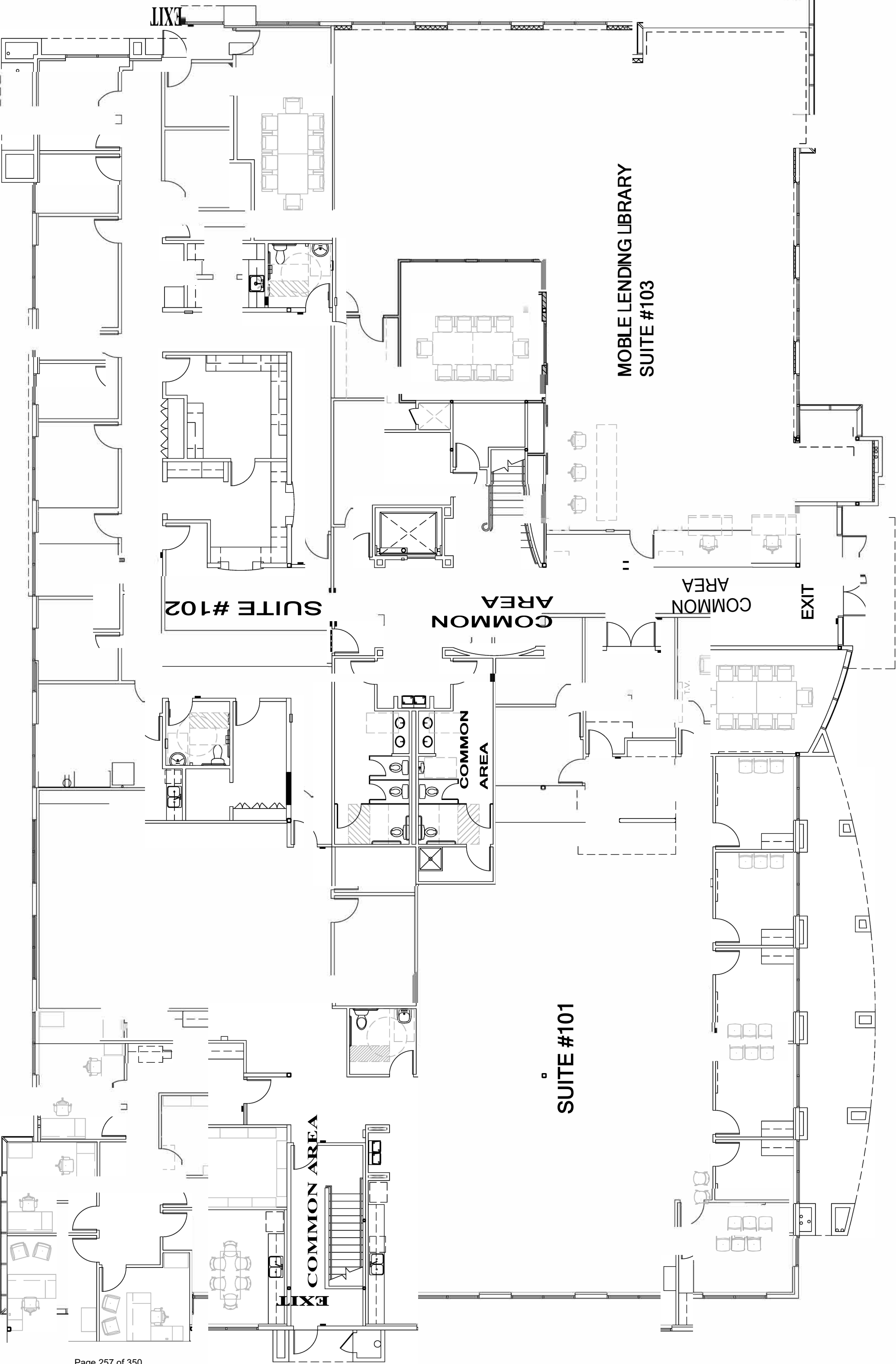
- The School must organize to respond to incidents that occur at their location
 - Ensure that the School has a functional Emergency Action Plan
 - Ensure that School staff are trained and well prepared
- The School office must also organize to provide support when the incident happens at school sites within the organization
 - Provide leadership
 - Provide assistance with response and recovery, when needed
 - Ensure that school staff are trained and well prepared
 - Ensure that each school has a functional Emergency Operations Plan

INCIDENT COMMAND SYSTEM AND DIVISION OF LABOR



Divisions of Labor

Each one of the five functions have certain roles and responsibilities during a disaster or school emergency. The Management Section oversees response activities in consultation with the Chiefs of the Operations, Logistics, Planning/Intelligence, and Administration/Finance Sections. Each of these sections in turn, has a team or teams tasked with implementing very specific components of the emergency response plan.



EXIT

MOBILE LENDING LIBRARY
SUITE #103

SUITE #102

COMMON
AREA

COMMON
AREA

EXIT

COMMON
AREA

SUITE #101

COMMON AREA

EXIT

INSERT STAFF ROSTER

The following Standard Operating Procedures have been developed to address a multitude of incidents that could occur at a school office or student location. This is a living document that should be updated and modified as additional information is acquired. A hazard assessment should be conducted to identify specific areas of concern for your location in order to maximize the number of response situations included in this plan.

EVACUATION PROCEDURES

Earthquakes, fire, bomb threats, hazardous chemical spill, or an incident on or near campus are just a few examples of an emergency incident situation that may require that portions of a building or an entire school building be evacuated.

The building Emergency Preparedness Committee should identify evacuation areas on site and alternative off-sites areas should it be necessary to evacuate.

A safe evacuation route must be able to accommodate moving a large number of people, while not exposing employees to danger. The location and type of emergency necessitates evaluation and possible adjustments to the usual evacuation routes. This evaluation will determine if the building should be evacuated in segments or if stationing a person at certain exits is necessary so that staff can be re-routed away from danger.

The movement of staff out of buildings requires accounting for every employee. In order to account for staff, work area supervisors must have available employee lists so that missing or extra staff can be reported immediately to the Command Posts (school; law enforcement; fire). When evacuating their work area, work site supervisors must bring with them the location roster and emergency supplies.

During an evacuation, the following procedures must be followed:

- ✓ Move staff to the designated Evacuation Area.
- ✓ Take roll by completing Staff Accountability Form
- ✓ Runners collect Staff Accountability Report from classroom or work areas.
- ✓ If employee has an assignment on Emergency Management Team Organizational Chart, report to the Command Post (CP) and sign in.
- ✓ Report to Incident Commander (IC) for briefing and assignment.

LOCKDOWN/REVERSE EVACUATION PROCEDURES

Some emergencies may prevent safe evacuation and require steps to isolate staff from danger by instituting a lockdown. Other emergencies may occur prior to the work day, during break or lunch periods, or after the work day. When staff may be outside the school building or work site, a reverse evacuation should be initiated.

All employees and must be familiar with the specific actions they must take during a lockdown or reverse evacuation. Discussions, training, and practice drills are essential to make these procedures workable.

In the event of a lockdown or reverse evacuation, work area supervisors must utilize the following procedures:

- ✓ If outside, move to the nearest building or room providing it is a safe route and that you are not moving in the direction of danger.
- ✓ If inside, stay inside.
- ✓ Lock door(s) to buildings and or work areas.
- ✓ If possible, quickly close all windows and then move away from the windows.
- ✓ Use caution when allowing late reporting staff to enter into a classroom.
- ✓ Have staff hide, if appropriate.
- ✓ Take roll using Staff Accountability Form.

Report any “extra” staff that sought cover in your work area. Take this form with you if you are directed by the Incident Commander to evacuate your work area at a later time.

- ✓ Await further instructions from the Incident Commander via public address system, phone or an e-mail notification to all staff.
- ✓ **DO NOT** use the telephone to call out as all lines must be keep open, unless there is a dire emergency in your work area.
- ✓ Remain in the room/office until a member of the Emergency Management Team or a law enforcement officer arrives with directions.

PROCEDURES FOR CONDUCTING A “SIZE-UP”

A “**SIZE-UP**” is a nine-step continual data gathering process that determines if it is safe to perform a certain emergency task, whether fire suppression, search and rescue, facilities assessment, etc. A size-up enables first responders to make decisions and respond appropriately in the areas of greatest need. The nine steps in a “**size-up**” are:

1. Gather Facts:

- What has happened?
- How many people are involved?
- What is the current situation?
- Does the time of day or week affect this situation?
- Do weather conditions affect the situation (e.g. forecast, temperature, wind, rain)?
- What type(s) of structures are involved?
- Are buildings occupied? If yes, how many?
- Are there special considerations involved (e.g. children, elderly, disabled)?
- Are hazardous materials involved at or near the situation?
- Are other types of hazards likely to be involved?

2. Assess and Communicate the Damage:

- Take a lap around each building and try to determine what has happened, what is happening now, and what may happen next.
- Are normal communications channels functioning (e.g. ICS, radios, e-mail, phones)?

3. Consider Probabilities:

- What is likely to happen?
- What is the worst-case scenario?

4. Assess Your Own Situation:

- Are you in immediate danger?
- Have you been trained to handle this situation?
- What resources are available which can assist with your current situation?

5. Establish Priorities:

- Are lives at risk? Remember, life safety is the first priority!
- Can you and available resources handle this situation SAFELY without putting others at risk?
- Are there more pressing needs at the moment? If yes, what are they?

6. Make Decisions:

- Base decisions on the answers to Steps 1 through 3 and the priorities that your team has established.
- Where will deployment of resources do the most good while maintaining an adequate margin of safety?

7. Develop an INCIDENT ACTION PLAN:

- Develop a plan that will help you accomplish your priorities.

- Simple plans may be verbal, but more complex plans should always be written.
- Determine how personnel and other resources should be deployed.

8. Take Action:

- Execute your plan, documenting deviations and status changes so that you can accurately report the situation to first responders, the Incident Command Post, the EOC, or other agencies that respond to the scene (e.g. fire, law enforcement, medical, media, coroner, parents).

9. Evaluate Progress:

- At reasonable intervals, evaluate progress in accomplishing the objectives in the plan of action (Incident Action Plan) to determine what is working and what changes you may have to make to stabilize the situation

BOMB THREAT

TELEPHONE BOMB THREAT

- During the call, complete the bomb threat checklist found on the next page.
- Stay on the line with the caller as long as possible, continuing to try and obtain more information about the threat.
- Have someone else call **911** (first 9 is to obtain outside line) and notify the School office.
- Without using portable radios or cell phones, organize a meeting with the school's Emergency Management Team (EMT). Radio and cell phone usage can resume once you are 300 feet away from school premises as a bomb could be hidden outside.
- If necessary, implement the ICS with only those positions deemed necessary.
- Assign a recorder to document events as they take place.
- Any search of the site should be done under the direction of law enforcement.
- The decision to evacuate the location is the responsibility of the Senior Director or his/her designee.
- If an evacuation is ordered, do not touch anything while leaving the building. Report any suspicious items to the Incident Commander.
- Follow off-site evacuation procedures.
- If the caller identifies a location where the device has been placed, avoid evacuating through the identified area.
- EMT members responsible for off-site evacuation and student accounting should begin making preparations for an orderly transition of the students/staff to the evacuation site.
- If an announcement is made over the school PA to evacuate, remind teachers and site supervisors to bring their class or work area rosters and emergency supplies.
- When the off-site evacuation location is reached, account for all students and staff. Report missing students/staff to the Incident Commander. The Incident Commander will report missing students/staff to the law enforcement agency assisting with the evacuation.
- Re-entry onto the school campus can only take place at the direction of Incident Commander.

E-MAIL BOMB THREAT

- Save the e-mail message.
- Print a copy of the message and give to the Senior Director, law enforcement, and the Technology Department.

- Follow applicable procedures from above.

BOMB THREAT REPORT FORM:

School: _____

This form will help you obtain the necessary information from the caller. Keep this information near the phone.

Date: _____ Time: _____ AM ___ PM ___

Exact words of the person placing call:

QUESTIONS TO ASK:

- 1.) When is the bomb going to explode? _____
- 2.) Where is the bomb right now? _____
- 3.) What kind of bomb is it? _____
- 4.) What does it look like? _____
- 5.) Why did you place the bomb? _____
- 6.) What will prevent you from doing this? _____
- 7.) What is your name? (He/she may inadvertently give it) _____

TRY TO DETERMINE THE FOLLOWING: (Circle all that apply)

Caller Description: Male Female Adult Juvenile Middle Aged Old

Voice: Loud Soft High-pitch Deep Raspy Pleasant Intoxicated

Accent: Local Non-Local Foreign Region Other: _____

Speech: Fast Slow Distinct Distorted Stutter Nasal Slurred Lisp

Language: Excellent Good Fair Poor Foul Other: _____

Manner: Calm Angry Rational Irrational Coherent Incoherent Deliberate Emotional
Righteous Laughing Intoxicated

Background Noises: Office Machines Factory Machines Trains Animals Music Quiet Voices
Airplanes Street Traffic Party Atmosphere Other: _____

NOTIFY THE FOLLOWING PERSON(S): _____

Do not panic and do not discuss the information you have received except with the above-named persons.

Person receiving the Bomb Threat: _____ at telephone
number _____.

Caller ID returned the following number:

_____.

Police contacted by: _____

Time: _____ Date: _____

Search was made for the bomb: Y N

Evacuation was conducted: Y N

FIRE/EXPLOSION

Apart from arson, major causes of fires include improper handling and storage of flammable liquids, overloaded electrical outlets, and excessive accumulation of rubbish.

FIRE DRILL PROCEDURES

- NO advance notice of fire drills should be given to building occupants.
- All drills shall be conducted using the same procedures that would be followed in case of an actual fire.
- Fire drills should be conducted at different hours of the day.
- An appropriate number of staff members should know how to reset the fire alarm.
- Immediately after the alarm has sounded for the drill, call the Fire Department non-emergency number to advise that this is only a drill.
- Keep documentation for each drill and record notable events for future consideration/improvement.

POSTING OF EVACUATION ROUTES

- A map, showing the primary and secondary evacuation routes shall be posted inside each room. The evacuation map shall have the office location highlighted and be placed on the wall so that an arrow indicating the exit route is pointing in the direction of the exit from the room.
- The map shall be labeled “**EVACUATION PLAN**” in bold letters and prominently posted in hallways, offices, bathrooms, cafeterias, lounges.

FIRE/EXPLOSION CHECKLIST

- If fire or smoke is detected, or a burning odor is sensed, pull the closest fire alarm to initiate building evacuation procedures.
- Call **911** to report all known information about the incident.
- Site administration should assign a recorder to begin documentation of the event.
- Before leaving a work area, the work area supervisor or their designee should make sure all windows are closed.
- Procedures for anyone with special-needs should be planned in advance and practiced.
- Administration should initiate the Incident Command System (ICS) and the designee assumes the role of the Incident Commander (IC) and establishes a Command Post staging area.
- Supervisors are to complete the Staff Accountability Report.
- Data collected from the **Staff Accountability Form** will determine if the Incident Commander needs to activate additional portions of the ICS, such as First Aid, Medical, Search and Locate/Rescue, etc.
- Establish contact with fire and law enforcement agencies.
- The fire department will give clearance to site administration when it is OK for staff to re-enter the building or an alternative plan if the building will not be able to be occupied.

EARTHQUAKE

An earthquake's effect on facilities will vary from building to building. Fire alarm or sprinkler systems may be activated by the shaking. Elevators and stairways will need to be inspected for damage before they can be used. Another major threat during an earthquake is from falling objects and debris. Injuries may be sustained during the earthquake while evacuating the building(s) or upon re-entry. Use the following guidelines/procedures to manage the incident:

IF INDOORS

- **DROP, COVER AND HOLD ON** by getting under a desk or table. Protect eyes, head and neck.
- Move away from windows and objects that could fall.
- Stay under desk or table until shaking stops.
- Listen for emergency instructions.
- Evacuate building if necessary and stay away from buildings, utility poles and large objects while transferring to the assembly area.
- Account for all staff using Staff Accountability Report.

IF OUTDOORS

- Move away from buildings, utility poles and large objects.
- Avoid all downed electrical lines.
- Do not touch any wire or any metal objects.
- Sit down in a safe area.
- Move to assembly area and begin accounting for all staff.

IN VEHICLE:

- Stop vehicle in a safe location away from power lines, overpasses or buildings.
- Stay in vehicle and establish radio contact with School office.

GENERAL GUIDELINES (AFTER THE QUAKE):

- Be prepared for aftershocks and ground motion.
- Evaluate immediate area for earthquake related hazards (fire, building collapse, gas leaks, downed electrical lines, wires, etc.).
- Account for all staff.
- Activate necessary portions of the ICS in collaboration with the site emergency team.
- Determine injuries and provide basic first aid via Medical/First Aid Group.
- Call **911** if there is a major emergency that is life threatening. You may not get a response from **911** if a major disaster has occurred affecting a large local area. **As we have been warned, we may be on our own for several hours or days.**
- Establish communication with your Supervisor and Incident Commander
- Assist any law enforcement or fire units that may respond to your site.
- Control internal and external communications, including contact with school sites and city agencies by use of telephones, cell phones, radios, runners, e-mail, text messages, or other means.
- Refer all media inquiries to the PIO.
- In communication with the school sites, assess the overall situation, how long students and staff might be at school, how supplies might be distributed and sheltering of students and staff.

SHOOTING/STABBINGS

No single warning sign can predict that a dangerous act will occur; however, certain warning signs may indicate that someone is close to behaving in a way that is potentially dangerous to self and/or others. Imminent warning signs usually are present as a sequence of overt, serious, or hostile behaviors or threats directed at peers, staff (usually more than one staff member), as well as the person's immediate family.

IMMINENT WARNING SIGNS REQUIRE AN IMMEDIATE RESPONSE AND MAY INCLUDE THE FOLLOWING

- Physically fighting with peers or family members.
- Hostile interactions with law enforcement that involve a number of recorded incidents.
- Hostile interactions with staff and administration.
- Destruction of property (school, home, community).
- Severe rage for seemingly minor reasons.
- Detailed (time, place and method) threats (written and/or oral) to harm or kill others.
- Possession and/or use of firearms and other weapons.
- Self-injurious behaviors or threats of suicide.
- Is carrying a weapon, particularly a firearm, and has threatened to use it.

WHAT TO DO IF A SHOOTING/STABBING OCCURS AT THE SCHOOL OFFICE

- The first indications of a shooting may include: sound of gunfire, loud cracking sounds, banging noises, windows shattering, glass exploding, bullets ricocheting or a report of a stabbing incident on campus.
- Call **911**. Identify your address, and succinctly explain the emergency incident and exact location. Stay on the line until the **911** dispatcher has all the information needed to respond to the situation.
- Activate Incident Command System (ICS) with Emergency Management Team.
- Establish Command Post and appoint Incident Commander and communicate location to law enforcement and fire/rescue units.
- Notify appropriate individuals, i.e. Administrators, Policy Group.
- Provide information, when practicable, about the incident to staff via PA system, e-mail or by phone.
- Account for all staff members by using phone or e-mail or other communication means. Attempt to determine if the shooter/stabber is still on the work site.
- Attempt to determine if the weapon has been found or secured.
- Attempt to determine if the shooter/stabber has been identified.
- Assign a liaison (preferably an administrator) to interface with law enforcement and fire department.
- Liaison can supply law enforcement with radio or phone communication, phone numbers, maps, keys, and other information deemed pertinent to the safe operation of the incident.
- Gather witnesses in secure room for law enforcement questioning. **DO NOT** allow witnesses to talk to one another (to protect the investigation). Assign staff to stay with witnesses until law enforcement arrives.
- Develop plan to evacuate staff to an off-site or alternate evacuation area should it be necessary to evacuate the building.
- Gather information of staff members involved in the incident.
- Prepare written statements for telephone callers and media in cooperation with law enforcement and the Senior Director. Can a message be placed on the website?
- Provide a liaison representative for family members for any injured staff members.
- Provide Crisis Response Team to provide counseling and to help deal with any psychological factors.

IF STAFF ARE OUTSIDE, THEY SHOULD BE TRAINED AND/OR INSTRUCTED TO

- Move or crawl away from gunfire, trying to put barriers between you and the shooter.

- Understand that many barriers may visually conceal a person from gunfire but may not be bulletproof.
- Try to get behind or inside a building. Stay down and away from windows.
- When reaching a relatively safe area, stay down and do not move. Do not peek or raise head.
- Listen for directions from law enforcement.
- Provide your name to work area supervisor who is accounting for all staff.
- Help others by being calm and quiet.
- Provide law enforcement with as much information as possible, such as:
 - ✓ Is suspect still on site and do you know current location?
 - ✓ Where was the specific location of occurrence?
 - ✓ Are there wounded staff members? How many?
 - ✓ Description of all weapons (hand gun, shotgun, automatic, dangerous objects, explosive devices, other).
 - ✓ Describe sound and number of shots fired.

SCENE OF INCIDENT

- The scene of an incident/crime shall be preserved.
- With the exception of rescue and law enforcement personnel, no one is allowed to enter the immediate area or touch anything.
- Any witnesses, including staff members, should be held near the area of the incident and be made available to law enforcement for questioning.
- Law enforcement responding to the incident will coordinate activities at the scene of the incident and finished, release the area to school officials when finished.

DEATH AND/OR SUICIDE

Death at a workplace is rare; however, you should be prepared in the event of a death whether it be caused by earthquake, explosion, building collapse, fire, choking, heart attack, seizure, or an incident such as a shooting/stabbing, fight, suicide, etc.

Organizations should also be prepared for the sudden, unexpected death of a staff member or a family member that does not occur on the school campus (automobile accident, sudden death, drive by shooting, gang violence, etc.).

Guidelines to utilize in the event of a death are outlined below.

DEATH OCCURS AT SCHOOL

- Call **911**. Identify your address and briefly outline the emergency and location on campus.
- Notify the school administration.
- Activate the Incident Command System if necessary and contact the school Emergency Management Team. Assign staff as needed.
- Notify the Managing Director's office.
- Isolate other staff from scene.
- If there is a death, do not move body. Law enforcement will contact the coroner's office so that the body can be removed, and any personal items of the victim can be returned to family or secured as evidence.
- DO NOT disturb or touch anything if the event is declared a crime scene.
- Secure area with yellow caution tape and assign staff to guard area.
- Gather all witnesses and place them in a secure location. Tell witnesses not to discuss any part of their observations until law enforcement arrives to interview or release them. Assign staff to monitor witnesses.
- Consider impact on staff. Activate the Crisis Response Team as appropriate.
- If the deceased is an employee, the Senior Director must notify Cal-OSHA within the 8-hour time requirement. Law enforcement or fire department may inform you they will contact Cal-OSHA; however, the School still must make certain it calls Cal-OSHA.
- Monitor staff emotional responses. Following a death there may be:
 - ✓ Self-referrals
 - ✓ Parent referrals
 - ✓ Reports and concerns expressed by relatives or good friends
 - ✓ Students who have experienced a recent loss.
- Develop a list of students and staff members that are having emotional symptoms.

HOSTAGE SITUATIONS

In any hostage situation, the primary concern must be the safety of staff.

Individuals who take hostages are frequently disturbed and the key to dealing with them is to make every attempt to avoid antagonizing them. Communication and demeanor with a hostage taker must be handled in a non-threatening, non-joking manner, always remembering that it may take very little to cause an individual to become violent.

IF THE OFFICE IS TAKEN HOSTAGE

- Do not use words such as “hostage,” “captives,” or “negotiate.”
- Stay calm.
- No heroics, challenges or confrontation.
- Obey all commands.
- When safe, call **911**. Identify your work site and give the exact location in the building of the incident. Stay on the phone until law enforcement arrives to assume control of the situation.
- If possible, assign another staff member to notify the Site administrator.
- If possible, initiate a work site lockdown to stabilize areas around the incident and make for an easier evacuation.
- The work site emergency team shall activate the Incident Command System and make needed assignments including staging a Command Post (CP) and appointing an Incident Commander (IC).
- If possible, the emergency team should provide law enforcement with a liaison from the work site. The liaison can assist in providing name of IC, location of CP and obtaining maps, keys, radio and phone numbers, etc.
- Keep all radios, television sets, and computers turned off to minimize any possibility that suspect can hear or see “NEWS REPORTS.”
- Make an effort to establish rapport with suspect. Provide your first name. Find out his/her first name and use first names, including those of other staff members involved in the situation. If you do not know first names, refer to the hostages(s) as men, and women.
- Be calm and patient and wait for help. Keep in mind that the average hostage incident lasts approximately six (6) to eight (8) hours, and the average barricade incident lasts approximately three (3) hours. **TIME IS ON YOUR SIDE.**
- Anticipate a point of law enforcement entry, rescue and how suspects will be apprehended.

WHEN THE HOSTAGE LOCATION IS OTHER THAN AN OFFICE

- Immediately call **911**. Identify your address and the situation, providing the exact location of the incident. **STAY ON THE LINE UNTIL LAW ENFORCEMENT ARRIVES.**
- While on the phone with the **911** dispatcher report the following if known:
 - ✓ Number of suspect(s)
 - ✓ Names(s) of suspect(s) (if known)
 - ✓ Description of suspect(s):
 - Male or Female
 - Race
 - Weight (Light; Lean; Heavy; Obese) stay away from using lbs.
 - Height (short; medium; tall) avoid using feet/inches
 - Hair
 - Eyes

- Approximate age
- Description of clothing
- Anything special or unusual, like:
 - Scars
 - Tattoos
 - Burn marks
 - Birthmarks
 - Pierced body parts
 - Jewelry
- ✓ Exact location of suspect (building, room) and include North, South, East or West in your directions.
- ✓ Approximate number of staff in hostage area.
- ✓ Are weapons or explosive devices involved?
- ✓ Have any shots been fired? If yes, describe sound and number of shots fired.
- ✓ Are there reports of any injuries or emergency medical needs (medication)? Describe exact location and condition of victim(s).
- ✓ Are there any demands the suspect has made?
- ✓ Is there any other background information, past problems with suspect, demeanor, possible motive, or vendettas against staff or particular staff member?

If the hostage situation is on one side of the building, law enforcement will likely want to enter from the other side. Inform law enforcement exactly where the “Hostage Situation” is located and advise law enforcement what you consider to be the best “other side” entrance for law enforcement response.

- If possible, assign another staff member to notify the Site Administrator.

WHILE WAITING FOR LAW ENFORCEMENT

- If you can safely communicate to other offices by phone, implement lockdown procedures. For this situation, **DO NOT** set off any alarms as the bell may cause staff to panic and rush into a dangerous area.
- **DO NOT EVACUATE** until instructed or escorted by law enforcement.
- Complete Staff Accountability Report.

ONCE LAW ENFORCEMENT ARRIVES

- Law enforcement will need assistance in identifying witnesses. Gather witnesses in a secure location but do not let them talk with one another (to protect the investigation).

THE SITE EMERGENCY TEAM SHOULD MAKE PLANS TO

- Establish their Command Posts and assignment of necessary personnel.
- Record all events.
- Account for all staff.
- Prepare for a possible off-site evacuation route and location.
- Establish a media staging area.
- Alert Crisis Response Team for possible counseling of staff.

HOSTILE VISITOR

A hostile visitor could be an irate parent, a staff member, a neighbor, or an acquaintance of a staff member. The situation may begin in the front office; however, the individual may bypass the office and go directly to the target

of his/her hostility. It is the responsibility of staff to protect staff, attempt to defuse the situation, and, if necessary, notify law enforcement.

UNDERSTANDING NONVERBAL MESSAGES

Body language plays a role in communication. Nonverbal cues are especially crucial when dealing with a person who is upset and potentially violent. Pay attention to signs that a person is angry or frightened. These include:

- Trembling
- Sweating
- A red face
- Crossed arms
- Clenched jaw or fists
- Shallow breathing
- Glaring or avoiding eye contact
- Pacing the floor
- Sneering
- Crying
- Ranting

SEND THE RIGHT NONVERBAL MESSAGES

Don't get too close. An angry or upset person feels threatened by someone who stands too close. Give the person two to four feet distance from you.

Avoid doing any of the following:

- Glaring or staring at the visitor
- Threatening mannerisms such as clenched fists and a raised voice.
- Getting angry

Consider doing the following:

- Be courteous and confident
- Do not touch the individual
- Protect yourself at all times
- Find another staff member to join you or keep the meeting in an open area
- Listen to the visitor, giving him/her the opportunity to vent
- Do not disregard the person's opinion or blame the person.

ATTEMPT TO USE PHRASES SUCH AS:

- What can we do to make this better?
- I understand the problem and I am concerned.
- We need to work together on this problem.

WHAT TO DO:

- As soon as possible, call **911** and stay on the line. State your address, and exact location of hostile visitor. Identify building by letter (A, B, C, D, etc.) or number and use directions (North, South, East or West) for law enforcement as they enter the grounds. Give a description of the hostile visitor.
- If possible, assign a staff member to meet law enforcement and direct them to the location.
- The staff member should unlock any gate that makes access to campus easier and faster.
- If possible, notify the Site Administrator.
- If necessary, activate the Incident Command System, using only those parts of ICS as determined by the information at hand. Expand ICS as needed.

- Use staff members to keep staff away from the location of the hostile visitor.

CHEMICAL RELEASE/ HAZARDOUS MATERIAL SPILL

A chemical release or hazardous material spill could affect one classroom, an entire worksite or larger area.

HOW SHOULD THE SCHOOL OFFICE PREPARE?

- The Emergency Management Teams should discuss and review plans to “Shelter in Place” or to “Evacuate the Area” using an alternative evacuation staging area.
- Staff should be trained to know what type of Personal Protective Equipment (PPE) and clothing to wear when handling hazardous material. The type of PPE to be worn, if any, is contained in the Safety Data Sheet (SDS).
- Staff utilizing or handling any hazardous material, should know the symptoms of exposure, emergency first aid and treatment for exposure.
- All hazardous materials should be stored in a manner prescribed on the SDS.

HOW SHOULD THE SCHOOL OR DISTRICT RESPOND?

- If a hazardous spill or chemical release occurs within any area of the School office, immediately notify **911**. Inform the dispatcher of your school/address and a brief summary of the problem including the name of the hazardous material/chemical, location of the spill and a report of any injuries, illnesses, fire, explosion, etc.
- Approach incident from upwind.
- Stay clear of all spills (vapors, fumes, smoke, fire, possibility of explosion, other).
- Notify Site Administrator.
- Activate necessary portions of Incident Command System (ICS) and appoint Incident Commander. Expand ICS as needed and make necessary assignments appropriate to incident.
- Begin documentation of events.
- The situation or advice from law enforcement, fire department or a hazardous materials unit deployed to the scene of the spill will determine whether to “Shelter-In-Place” or to “Evacuate” the building. If evacuation is ordered, instruct staff to always move crosswind and upwind. Never move downwind into a chemical. To check wind direction, look at movement of trees or flag.
- If “Sheltering-In-Place” and, if possible, shut off all air-conditioning and heating units. Close all windows and door openings and try to seal gaps under doorways and windows with wet cloth or towels.
- Close all shades or drapes. Instruct staff to stay away from windows.
- If gas or vapors have entered the building, take shallow breaths through a cloth or towel.
- Keep telephones lines clear for emergency calls.
- If an evacuation is ordered, follow all instructions.
- Upon reaching alternative evacuation area, take head count and report missing or ill staff to Incident Commander and/or law enforcement.

MEDICAL EMERGENCY

Occasionally a medical emergency will occur, and personnel must be prepared to respond quickly, effectively, and efficiently.

SOME EMERGENCY PREVENTION/PREPAREDNESS GUIDELINES

- Insist that all accidents be reported, even if no visible harm or injury occurred.
- Follow established procedures for issuing medication.

WHAT TO DO IF A MEDICAL EMERGENCY OCCURS

- Assess seriousness of injury and/or illness by doing START (Simple Triage and Rapid Treatment, commonly called Thirty-Two-Can Do). If a staff member fails any of the three simple tests (Respirations, Perfusion, and Mental), their medical status is IMMEDIATE (RED). Administer first aid or CPR as needed.
- Call **911** and be prepared to provide:
 - ✓ Your address, building letter (A, B, C, D, etc.), room or floor number
 - ✓ Describe illness or type of injury
 - ✓ How the illness or type of injury occurred
 - ✓ Age of ill or injured staff member
 - ✓ Quickest way for ambulance to enter location on site
- Notify the Senior Director.
- Assign a staff member to meet and direct rescue services to location of injured party.
- Notify staff member's family of situation, including type of injury/illness, medical care being given and location where staff has been transported.
- When appropriate, advise other staff of situation.
- Follow-up with staff member's family.

GAS ODOR/LEAK

Natural gas has an additive that gives off a distinct odor allowing you to detect (smell) a leak. In most cases, handling a gas leak involves:

- Isolating the area and moving staff to safety.
- Eliminating potential ignition sources.
- Securing the leak.

The primary responsibility of the worksite staff is to determine how to safely house or evacuate staff and to protect property. The following agencies should be contacted:

- Fire Department (Call **911**)
- Site Administrator. Have a phone number for a point of contact if a leak is detected after business hours. (see emergency contact list)
- Local Gas Company

GAS ODOR OR LEAK INSIDE A BUILDING

- Evacuate the building(s) and move to a safe assembly area as far away as possible from the targeted building.
- Assign Emergency Management Team members to direct staff evacuating other buildings to stay away from the building with odor/leak.
- If necessary, activate the Incident Command System and establish Command Post.
- Begin completing Staff Accountability Report.
- Report any missing students and staff to Command Post.
- Assign a liaison to interact with Fire Department, Gas Company or law enforcement.

IF GAS ODOR OR LEAK IS DETECTED OUTSIDE THE BUILDING

- It may not be necessary to evacuate the building. Evacuation is called for only if odor seeps into a building.

SHELTER-IN-PLACE PROCEDURES

Why You Might Need to Shelter-In-Place

Chemical, biological, or radiological contaminants may be released accidentally or intentionally into the environment. Should this occur, information will be provided by local authorities, TV or radio on how to protect staff. Because information will most likely be provided on television and radio, it is important to keep a TV or radio on, even during the workday or instructional time. The important thing is for you to follow instructions of local authorities.

Following Are Actions to Follow at Your Worksite:

- Follow reverse evacuation procedures to bring students and staff indoors.
- If there are visitors in the building, provide for their safety by asking them to stay. When authorities provide directions to “shelter-in-place”, they want everyone to take those steps now, where they are, and not drive or walk outdoors.
- Provide for answering telephone inquiries by having at least one telephone available in the room selected to provide shelter for the Office Manager, or the person designated to answer these calls. This room should also be sealed. There should be a way to communicate among all rooms where staff are sheltering-in-place.
- Ideally, provide a way to make announcements over the public address system from the room where the site administrator takes shelter.
- Provide directions to close and lock all windows, exterior doors and any other openings to the outside.
- If there is danger of an explosion, direct that window shades, blinds, or curtains be closed.
- Have employees familiar with the building’s mechanical system turn off all fans, heating and air conditioning systems. Some systems automatically provide for exchange of inside air with outside air – these systems, in particular, need to be turned off, sealed, or disabled.
- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting and plastic garbage bags.
- Designate interior rooms(s) above the ground floor with the fewest windows or vents. The room(s) should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms if necessary. Large storage closets, utility rooms, meeting rooms, or conference room without exterior windows will also work well.
- Call emergency contacts and have the phone available if you need to report a life-threatening condition.
- Bring everyone into the rooms that have been designated. Shut and lock the door.
- Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around the doors and any vents into the room. Consider precutting plastic sheeting to seal windows, doors, and vents. Each piece should be several inches larger than the space you want to cover so that it lies flat against the wall or ceiling/. Label each piece with the location of where it fits.

EXTENDED POWER LOSS

In the event of extended power loss to a facility certain precautionary measures should be taken depending on the geographical location and environment of the facility:

- Unnecessary electrical equipment and appliances should be turned off in the event that power restoration would surge causing damage to electronics and effecting sensitive equipment.
- Facilities with freezing temperatures should turn off and drain the following lines in the event of a long-term power loss.
 - Fire sprinkler system
 - Standpipes
 - Potable water lines
 - Toilets
- Add propylene-glycol to drains to prevent traps from freezing
- Equipment that contain fluids that may freeze due to long term exposure to freezing temperatures should be moved to heated areas, drained of liquids, or provided with auxiliary heat sources.

Upon Restoration of heat and power:

- Electronic equipment should be brought up to ambient temperatures before energizing to prevent condensate from forming on circuitry.
- Fire and potable water piping should be checked for leaks from freeze damage after the heat has been restored to the facility and water turned back on.

GUIDELINES FOR SPEAKING TO THE MEDIA

When speaking to the media about emergencies, it is extremely important to adhere to the following guidelines:

- **READ** all press statements
- **Re-state** the nature of the incident; its cause and time of origin
- **Describe** the size and scope of the incident
- **Report on** the *current* situation
- **Speak about the resources** being utilized in response activities
- **Reassure** the public that everything possible is being done
- **DO NOT release any names**
- **When answering questions** be truthful; but consider the emotional impact the information could have upon listeners
- **Avoid speculation**; do not talk “off the record”
- **Do not use** the phrase “no comment”
- **Set up** press times for updates
- **Control** media location

****SAMPLE PRESS RELEASE****

Event: EARTHQUAKE

Date: MARCH 1, xxx

Release #: 001

Time: 8:00 A.M.

TITLE OF RELEASE: LARGE EARTHQUAKE CAUSES MODERATE DAMAGE TO SCHOOL OFFICES IN
GENERIC COUNTY

FOR IMMEDIATE RELEASE

EXAMPLE.....At 5:25 a.m. on March 1, 2006 an earthquake measuring 7.2 on the Richter Scale caused moderate damage to the NAME OF SCHOOL located at 1234 Anywhere Blvd. in Our Town, CA. There are no reports of injuries available. Search and Rescue crews are searching the building at this time. Roadways leading to the location have been damaged and an overpass on Hwy. 101 leading to the location has been damaged and is closed. The public is asked to remain clear of the area to allow emergency responders to access the site. Parents are asked NOT to go to the location as this will hamper rescue efforts.

School Districts throughout the county are instructed to call in to the County Office of Education at **-(xxx) xxx-xxxx** - to report any damage or injuries to their own buildings or their school sites following established school closure procedures.

Due to the magnitude of the earthquake and the damage throughout the county, the County Operational Area Emergency Operations Center has been activated. Additional information can be obtained by called the Op Area Public Information Hotline at **xxx-xxxx**.

Further details will be provided when available.

Next Scheduled Release: As needed

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Comprehensive School Safety Plan

| |
|---------------------------------------------|
| Yosemite Valley Charter School |
| Section C: Disaster Procedures |
| Part 2: Biological/Chemical Weapons Assault |

Biological and chemical weapons are unconventional warfare tactics that can be deployed upon the public with little or no notice. Such weapons typically involve microscopic materials that may be organic or synthetically manufactured in laboratories. Biological or chemical weapons can be in powder form, liquid, or vaporous. Agents used in biological/chemical attacks include, but are not limited to: anthrax, smallpox, other harmful viruses, various forms of nerve gas, tear gas, and other vaporous irritants. Pranks using stink bombs should also be considered a chemical weapons attack.

There are several possible dispersion techniques to deliver biological and chemical agents. The following procedures should be utilized in the event of an assault involving biological or chemical weapons.

Any possible biological/chemical weapons assault should be reported immediately to the Senior Director.

The Senior Director should notify law enforcement authorities immediately.

As necessary alert all site employees of the situation by intercom.

If the agent is delivered via aircraft:

- All staff and students should be moved indoors.
- Keep students inside and take roll.
- Close and secure all doors and windows.
- Ensure that the HVAC is shut down.
- Cover vents with plastic or thick paper using tape to create a seal.
- Inspect all windows and doors for cracks, gaps, or holes. Cover any with plastic or thick paper using tape to create a seal.
- Remain in this area until notified to leave by the Senior Director, Senior Director's designee or officers of emergency response agencies.
- Immediately report any injuries or illnesses to the Senior Director, Senior Director's designee or officers of emergency response agencies.

Comprehensive School Safety Plan

| |
|---------------------------------------------|
| Yosemite Valley Charter School |
| Section 3: Disaster Procedures |
| Part 2: Biological/Chemical Weapons Assault |

If the agent is delivered via dispersion device that is outdoors:

- All staff and students should be moved indoors.
- Keep students inside and take roll.
- Close and secure all doors and windows.
- Ensure that the HVAC is shut down.
- Cover vents with plastic or thick paper using tape to create a seal.
- Inspect all windows and doors for cracks, gaps, or holes. Cover any with plastic or thick paper using tape to create a seal.
- Remain in this area until notified to leave by the Senior Director, Senior Director's designee or officers of emergency response agencies.
- Immediately report any injuries or illnesses to the Senior Director, Senior Director's designee or officers of emergency response agencies.

If the agent is delivered via dispersion device that is indoors:

- All staff and students should be evacuated to the school's normal outdoor evacuation assembly area unless that area may be affected by the assault. Role should be taken.
- Remain in this area until notified to leave by the Senior Director, Senior Director's designee or officers of emergency response agencies.
- The HVAC system should be shut down.

If the agent is delivered via the school's HVAC system:

- All staff and students should be evacuated to the school's normal outdoor evacuation assembly area unless that area may be affected by the assault. Role should be taken.
- Remain in this area until notified to leave by the Senior Director, Senior Director's designee or officers of emergency response agencies.
- The HVAC system should be shut down.

In any situation involving biological or chemical weapons the Senior Director and staff must follow all instructions given by officers of emergency response agencies. Yosemite Valley Charter School EOC will develop an action plan to handle telephone inquiries, rumor control, media relations, public information, employee/student crisis counseling, and facility damage assessment/control

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If you observe a suspicious object or potential bomb on property, DO NOT HANDLE THE OBJECT, IMMEDIATELY NOTIFY 911.

1. Receiving the Call

Make every attempt to keep the caller on the phone as long as possible to gain information. Try if possible, to determine the gender and age of caller. Try if possible, to get the caller to tell you the exact location of the bomb and the time of threatened detonation.

2. Notification Procedures

School Location communicate the above information to the following in this order:

- School Senior Director/Administrator
- Assistant Senior Directors or Deans
- Regional Coordinators
- Director of Student Activities

The Senior Director/Administrator will notify local law enforcement and Yosemite Valley Charter School District office.

District Office will communicate the above information to the Executive Director's Office. The Executive Director's office will notify local law enforcement.

Strictly follow the above notification procedures and do not discuss or notify others of the bomb threat since this may create an unwarranted panic response at the facility.

3. Action Plan Procedures

If required to develop an action plan, the Senior Director/administrator may consult with the following: Senior Directors and other administrators utilizing their expertise.

If the location of the bomb is not specifically designated, students will be kept in a secure location.

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The Senior Director will make the decision to evacuate the building. However, if possible, this decision should be made in conjunction with law enforcement authorities after they arrive at the location.

The decision to search the building will be made in conjunction with law enforcement authorities and performed by them.

Reoccupation of an evacuated building will be authorized by the Senior Director only after consulting with law enforcement authorities.

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If a hazardous material incident occurs off site, stay indoors and close all doors and windows (referred to as taking “Shelter in Place”).

Notify **911** of the Chemical or Hazardous Material Incident.

If possible, determine the location of the spill in relation to facility buildings and wind direction.

Do not evacuate buildings until you are sure you will not be evacuating into an area which may be more hazardous.

Follow all instructions given by the Fire Department when they arrive at the facility.

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Indoors

DUCK, COVER, AND HOLD.

Get under desk or table. Move away from windows and objects that could fall. Stay under desk or table until shaking stops.

Outdoors

Move away from building, utility poles and vehicles. Avoid all down wires or electrical lines. Do not run.

In School Bus

Stop vehicle in safe location away from power lines, overpasses or large buildings. Stay in vehicle and establish radio contact with Transportation and/or District E.O.C.

General

Be prepared for immediate aftershocks and ground motion

Evaluate immediate area for earthquake related hazards (fire, building collapse, gas leaks, broken electrical lines, wires etc.)

Evaluate immediate area (classroom, bus, etc.) for injuries or medical aid situations.

Call 9-1-1, if you have an immediate emergency such as a fire or serious injury.

Assist injured with First Aid treatment

Do not evacuate buildings or vehicles unless you have a hazard-related reason to do so.

Conduct a headcount to account for all personnel and students

Establish communications with your supervisor, Senior Director or District EOC and follow emergency checklist and procedures.

Assist any police or fire units that respond to your location.

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If possible, Duck and Cover under a desk or table.

Notify **911** of the explosion or crash

Assist any injured requiring first aid treatment

If necessary because of fire, building damage etc., evacuate building

Assist any persons who would have physical problems evacuating the building.

Go to an outdoor evacuation/assembly area which is hazard free and not affected by the explosion or crash.

Keep fire lanes, streets and walkways open for emergency responders.

Stay in assembly area and account for all personnel and students.

Do not return to buildings until authorized by fire department or Senior Director

Information is provided to students at times of state testing, ingress and egress, safety

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Call **911** to report a fire, stay one line and give specific information (name, address of school or facility).

Utilize manual pull station to activate building alarm system and evacuate building when you hear an alarm.

In the event of a small fire, notify **911** and then use the nearest fire extinguisher to control the fire if you have been trained in their use.

Do not attempt to fight large fires, call **911** and evacuate building.

Assist students in building evacuation and proceed to outdoor school evacuation area or areas.

When evacuating buildings walk, do not run.

Do not use elevators for building evacuation or in an emergency.

If heavy smoke is present, crawl or stay near floor for breathable air.

Assist any individuals who would have physical problems evacuating the building.

Stay in the designated assembly area and account for all personnel and students.

Do not block fire lanes or areas used by the fire department

Do not re-enter building until authorized by fire department or the Senior Director.

If the fire is off site, wait for instructions from the Senior Director or District SENIOR DIRECTOR'S DESIGNEE.

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| Part 8: Flood Procedures |

If a flood warning is received by a District school or location, notify Yosemite Valley Charter School Senior Director immediately.

If a major flood warning is received at Yosemite Valley Charter School Office, Yosemite Valley Charter School EOC should be activated.

Based upon the specific threat, Yosemite Valley Charter School EOC in conjunction with the Operational Area EOC and SEMS system will develop an action plan to protect personnel, students and facilities.

Evacuation of specific schools, facilities or areas will be directed by Yosemite Valley Charter School EOC in coordination with SEMS.

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| Part 9: Lockdown/Civil Unrest Procedures |

Any threatening disturbance should be reported immediately to the Senior Director/Administrator.

If the disturbance is affecting normal school or facility operations, the Senior Director/Administrator should notify law enforcement authorities immediately.

As necessary, alert all site employees of the situation by intercom, Site staff must follow the instructions below:

If you are inside:

- Close and lock all doors and windows immediately upon notification of situation
- Keep all students inside and take roll
- If feasible, move all students to a center point and keep low to the ground. Stay away from all doors and windows.
- Never open the door or window to anyone
- Keep students inside classroom, regardless of lunch or recess until you are told by the Senior Director or Senior Director's designee that the situation has been resolved.

If you are outside:

- Immediately have students and staff seek shelter if it is safe to do so. Drill with students and staff to go to the nearest room to them.
- If shelter is not available, ensure students lie flat on the ground immediately.
- Children in restrooms should be instructed to stay there until directed to exit by the Senior Director or Senior Director's designee.

If situation is violent and may include the use of firearms, the Senior Director or Senior Director's designee should instruct all staff and students to lie face down on the floor and remain immobile.

Senior Director and staff must follow all instructions given by responding law enforcement.

If the event is major, the Senior Director will activate Yosemite Valley Charter School EOC to develop an Action Plan to deal with the situation as well as the following:

- A. Telephone inquiries and rumor control
- B. Media relations and public information
- C. Employee/Student crisis counseling
- D. Facility damage assessment/control

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| Part 10: Severe Windstorm Procedures |

If a severe wind warning is received at District location, notify Yosemite Valley Charter School Senior Director immediately.

If a severe wind warning is received at Yosemite Valley Charter School Office, Yosemite Valley Charter School EOC should be activated.

Based upon the specific threat, Yosemite Valley Charter School EOC in conjunction with the Operational Area EOC or City EOC will develop an action plan to protect personnel, students and facilities.

In general, if severe winds are affecting a school or facility, employees and students should be moved to the interior core area of the building (inside wall on the ground floor) away from outside windows and doors.

Close all windows and blinds and avoid auditoriums, gymnasiums and other building locations that have large roof areas or spans.

Avoid all areas that have large concentrations of electrical equipment or power cables.

Evacuation of specific schools, facilities or areas will be directed by Yosemite Valley Charter School EOC in coordination with SEMS.

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| Part 11: Suspicious Mail/Packages |

All incoming mail and packages should be handled with caution.

Below are Indicators of suspicious mail and steps to take in the event that suspicious mail is received.

Mail that ...

- ... is unexpected or from an unfamiliar source
- ... has excessive postage
- ... is addressed to someone who no longer works in Yosemite Valley Charter School
- ... is addressed to a current employee but with the wrong title
- ... contains several misspelled words on the envelope
- ... marked with restrictive endorsements such as "Personal" or "Confidential"
- ... has no return address or an address that cannot be verified
- ... mail that is from a foreign country
- ... shows a city or state in the postmark that doesn't match the return address
- ... is lopsided, oddly shaped, or has an unusual weight, given its size
- ... has protruding wires, strange odors or stains
- ... has powdery substance on the outside
- ... has an unusual amount of tape on it
- ... is ticking or making unusual sounds

Not all mail comes perfectly packaged or with accurate information on it, so it is important that employees handling mail remain sensible in the screening of mail. However, prudent scrutiny conducted in a reasonable manner can greatly reduce the school's chances of becoming the victim of attack by mail.

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What to do with suspicious mail (general response):

- Do not try to open the package or envelope.
- Do not sniff, taste or shake the package.
- Isolate the package.
- Evacuate the immediate area; close the door.
- Contact your supervisor and call **911**.

Response to mail suspected of delivering biological/chemical agents in powder form:

- Do not open an envelope or package with powder on the outside.
- If powder is spilled from an envelope or package, do not try to clean up the powder.
- Cover the spilled contents immediately with anything (clothing, paper, trash can).
- Do not remove this cover.
- Leave the room and close the door or otherwise prevent access to the room.
- Wash your hands with soap and hot water.
- Ensure that everyone who had contact with the piece of mail washes his/her hands with soap and hot water.
- Notify your supervisor.
- Supervisor should immediately contact the local police (**911**) or the U.S. Postal Inspection Service (626-405-1200).
- Supervisor should notify Yosemite Valley Charter School's Office.
- Remove heavily contaminated clothing as soon as possible and place inside a plastic bag or some other container that can be sealed. This clothing should be given to the responding emergency response units.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- Make a list of all the people who were in the room or area, especially those who had contact with the envelope or package. Provide this list to the emergency response teams investigating the incident.
- Investigators will remove the envelope or package and conduct a thorough check of the area for contamination.
- If you are prescribed medicine as a result of this exposure, take it until instructed or until it runs out.

NOTE: Contacting the U.S. Postal Service is less likely to create a media event than the local police but their response may be slower.

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– Suspension and Expulsion/Due Process/Rules and Procedures of School Discipline

Note on Education Code: This requirement refers to EC 35291.5. This section reads:

35291.5. (a) On or before December 1, 1987, and at least every four years thereafter, each public school may, at its discretion, adopt rules and procedures on school discipline applicable to the school. For schools that choose to adopt rules pursuant to this article, the school discipline rules and procedures shall be consistent with any applicable policies adopted by the governing board and state statutes governing school discipline. In developing these rules and procedures, each school shall solicit the participation, views, and advice of one representative selected by each of the following groups: (1) Parents. (2) Teachers. (3) School administrators. (4) School security personnel, if any. (5) For junior high schools and high schools, pupils enrolled in the school... (b) The governing board of each school district may prescribe procedures to provide written notice to continuing pupils at the beginning of each school year and to transfer pupils at the time of their enrollment in the school and to their parents or guardians regarding the school discipline rules and procedures adopted pursuant to subdivision (a)...(d) The governing board may review, at an open meeting, the approved school discipline rules and procedures for consistency with governing board policy and state statutes.

Yosemite Valley Charter School includes rules and guidelines in the: Student/Parent Handbook. Given to all families upon enrollment.

Board Policy for Suspensions and Expulsions

Philosophy of Student Discipline

Our focus for all students is to be respectful and supportive of each other.

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Process and Procedures

Level I - Immediate Redirection and Verbal Reprimand

Minor issues that are resolved by the supervising adult; behavior is seen as a learning opportunity and is expected to be corrected with no additional interventions; office referral is only needed if the student fails to correct behavior (mostly classroom managed behavior)

Level II - Learning Opportunity~Office Referral, Parent contact, Counselor

Common misbehaviors needing redirection; again seen as a learning opportunity to be handled between the student and supervising adult; in some cases office referral and parent notification is required (mostly managed with teacher)

Level III – Immediate Administrative referral; Parent Contact/Written Documentation, suspensions, Law Enforcement

Severe misbehaviors with potentially strong consequences including school suspensions and legal involvement; supervising adult is not expected to engage in any learning, but rather immediately refer student to the office and insure the safety of staff and students (managed by director)

Administrative Referral

In some cases, student behaviors do not get corrected, or are so severe that they do not allow for a safe and purposeful learning environment. By referring a student to an administrator, the teacher is seeking additional resources to assist in the correction of the behavior. At this point, parents and school administration join the teacher in attempts to meet the behavioral needs of the student.

The following process will be used for all office referrals:

- Student is referred to Administration by supervising adult
- Student completes reflection questions related to incident
- Referral form is returned to the teacher for comments
- Parental contact is made by the student or staff member to explain incident and schedule detention
- Referral form is returned to the Senior Director or designee
- Student conference with the Senior Director is scheduled

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- Follow-up phone call from Administration is made when necessary
- Harassment Complaints- Students are occasionally the victim of bullying or harassing behaviors. While common in the school setting, such behaviors are not acceptable and will not be tolerated at any function of our school community.

The following process is designed to assist students who believe they are the victim of such behaviors:

- Student informs teacher or staff person of situation
- Student reports to the office to complete a confidential “Harassment Complaint Form”
- Administrator investigates allegations

Typical consequences for a bully/harasser are as follows:

Warning- conference with Senior Director or designee discussing allegations, perceived intentions and future consequences; student is informed that such behavior, as well as any retaliation, will not be tolerated.

Parental Conference- Sharing the dangers of bully/harassing behaviors for both parties.

Suspension- To insure the safety of staff and students, various forms of suspension may be used in efforts to correct student behavior.

Expulsion- If bullying/harassment continues or if any given incident is so severe that a safe learning environment cannot exist, the Senior Director will recommend the expulsion of the offending student.

– Yosemite Valley Charter School is committed to promoting learning and protecting the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

The purpose of the Yosemite Valley Charter School Governing Board approving this Suspension and Expulsion Policy is to accomplish the following:

1. Establish the Responsibility of the Charter School
2. Identify the Grounds for Suspension and Expulsion of Students
3. Identify Enumerated Offenses
4. Outline Suspension Procedures
5. Outline the Authority to Expel
6. Outline Expulsion Procedures
7. Outline Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
8. Identify the Record of Hearing
9. Identify the Presentation of Evidence
10. Outline the Written Notice to Expel
11. Outline the Maintenance of Disciplinary Records
12. Identify a Student's Right to Appeal
13. Outline Expelled Students/Alternative Education
14. Outline Rehabilitation Plans
15. Outline the Readmission Process

1. **Responsibility of the Charter School:** When the policy is violated, it may be necessary to suspend or expel a student from the Charter School. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Parent-Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

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

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A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. Additional detail follows below.

2. **Grounds for Suspension and Expulsion of Students:** A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.
3. **Enumerated Offenses:**
 - Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the student:
 - Caused, attempted to cause, or threatened to cause physical injury to another person.
 - Willfully used force of violence upon the person of another, except self-defense.
 - Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

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- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited, to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.

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- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
 - Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i.Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii.Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii.Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv.Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 2. “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i.A message, text, sound, or image.
 - ii.A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

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- b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
- c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.
- Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the student:
 - Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

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- Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the student:
 - Caused, attempted to cause, or threatened to cause physical injury to another person.
 - Willfully used force of violence upon the person of another, except self-defense.
 - Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - Committed or attempted to commit robbery or extortion.
 - Caused or attempted to cause damage to school property or private property.
 - Stole or attempted to steal school property or private property.
 - Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
 - Committed an obscene act or engaged in habitual profanity or vulgarity.
 - Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

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- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
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Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i.Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii.Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii.Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv.Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
2. “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i.A message, text, sound, or image.
 - ii.A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

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- c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.
 - Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:
 - Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.
- If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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

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

- 4. Suspension Procedure:** Suspensions shall be initiated according to the following procedures:
- Conference: Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee.

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent or guardian at the conference.

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Notice to Parents/Guardians: At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

- Suspension Time Limits/Recommendation for Expulsion: Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Director or Director's designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.
- 2. **Authority to Expel:** A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.
- 6. **Expulsion Procedures:** Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Student has committed an expellable offense.

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In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the Student makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

7. **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses:**
The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

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The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

- The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
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If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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

9. **Presentation of Evidence:** While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

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- 10. Written Notice to Expel:** The Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board’s adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the Charter School.

The Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student’s name; and (b) The specific expellable offense committed by the student.

- 11. Disciplinary Records:** The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

- 12. Right to Appeal:** Per AB 1360, a student being expelled or suspended will be provided “oral or written notice of the charges against the student,” “an explanation of the evidence that supports the charges and an opportunity for the student to present his or her side of the story,” and/or the opportunity for “a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.” Moreover, for any non-voluntary removal, the student’s parent or guardian will be given written notice of intent to remove the student no less than 5 school days in advance, and the parent/guardian will be given the right to challenge the non-voluntary removal under the same procedures as an expulsion.

- 13. Expelled Students/Alternative Education:** Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

14. **Rehabilitation Plans:** Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to the Charter School for readmission.

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

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| Yosemite Valley Charter School |
| Section E: Procedures to Notify Teachers of Dangerous Pupils - Ed Code 49079 |
| Part 1: Notifying Teachers of Dangerous Pupils |

When the Senior Director at Yosemite Valley Charter School is aware that a student has caused or tried to cause another person serious bodily injury, or any injury that requires professional medical treatment, a separate and confidential file is created for that child. Information based upon written District records or records received from a law enforcement agency are contained in the file.

When such a student is assigned to a teacher, the Senior Director shall provide the teacher with written notification. The teacher is asked to review the student's separate and confidential file in the office. Teachers are informed that such information is to be kept in strictest confidence and is to disseminate no further.

Excerpts from the California Education Code and the California Penal Code are presented below.

From California Education Code Section 49079

- (a) A school district shall inform the teacher of every student who has caused or who has attempted to cause serious bodily injury to another person, as defined in paragraphs (5) and (6) of subdivision (e) of Section 243 of the Penal Code, to another person. Yosemite Valley Charter School shall provide the information to the teacher based on any written records that Yosemite Valley Charter School maintains or receives from a law enforcement agency regarding a student described in this section.
- (b) No school district shall be liable for failure to comply with this section if, in a particular instance, it is demonstrated that Yosemite Valley Charter School has made a good faith effort to notify the teacher.
- (c) The information provided shall be from the previous three (3) school years.
- (d) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

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| Section E: Procedures to notify teachers of dangerous pupils - Ed Code 49079 |
| Part 1: Notifying Teachers of Dangerous Pupils |

From California Penal Code Section 243(e) – Paragraphs 5 and 6

- (5) ... “Injury” means any physical injury which requires professional medical treatment.
- (6) ... “Custodial Officer” means any person who has the responsibilities and duties and who is employed by a law enforcement agency of the city or county or who performs those duties as a volunteer.

Yosemite Valley Charter School – Employee Security

Notice Regarding Student Crimes and Offenses

The Senior Director or designee shall inform the teacher of every student who has engaged in, or is reasonably suspected to have engaged in, any act during the previous three years which could constitute grounds for suspension or expulsion, with the exception of the possession or use of tobacco products. This information shall be based upon written district records or records received from a law enforcement agency. (California Education Code 49079).

When informed pursuant to Welfare and Institutions Code 828.1 that a student has committed crimes unrelated to school attendance which do not therefore constitute grounds for suspension or expulsion, the Senior Director or designee may so inform any teacher, counselor or administrator whom he/she believes needs this information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from needless vulnerability. The Senior Director or designee shall consult with the Senior Director of the school which the student attends in order to identify staff that should be so informed. (California Welfare and Institutions Code 828.1).

Teachers shall receive the above information in confidence and disseminate it no further. (California Education Code 49079, California Welfare and Institutions Code 828.1).

The Senior Director or designee shall maintain the above information in a separate confidential file for each student. When such a student is assigned to a class/program, the Senior Director or designee shall notify the teacher in writing and ask the teacher to initial this notice, return it to the Senior Director or designee, and review the student’s file in the school office. This notification shall not name or otherwise identify the student.

The Senior Director or designee shall notify all certificated personnel who are likely to come into contact with the student, including the student’s teachers, special education teachers, coaches and counselors.

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From Yosemite Valley Charter School Employee Security (Continued)

The teacher shall initial the student's file when reviewing it in the school office. Once Yosemite Valley Charter School has made a good faith effort to comply with the notification requirement of Education Code 49079, a teacher's failure to review the file may be construed as a waiver of Yosemite Valley Charter School's liability.

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| Yosemite Valley Charter School |
| Section F: Discrimination and Sexual Harassment Policy |
| Part 1: General Information |

The administration, teachers and staff at Yosemite Valley Charter School actively strive to eliminate acts of discrimination and sexual harassment at the school. All personnel are aware of the mandates from the State of California, the California Department of Education, and the Board of Education of the Yosemite Valley Charter School and support them fully. All personnel have received instruction regarding the recognition, prevention, and reporting of acts of discrimination and sexual harassment. It is important that parents understand the provisions regarding sexual harassment and, in particular, student-to-student harassment.

Yosemite Valley Charter School is committed to ensuring a professional work and learning environment without discrimination, harassment, intimidation, or bullying on the basis of race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category.

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| Yosemite Valley Charter School |
| Section F: Discrimination and Sexual Harassment Policy |
| Part 2: Sexual Harassment – All Personnel |

Yosemite Valley Charter School – Sexual Harassment

The Governing Board prohibits sexual harassment in the working environment of district employees or applicants by any person in any form.

Employees who permit or engage in such harassment may be subject to disciplinary action up to and including dismissal.

Any employee or applicant for employment who feels that he/she or another individual at Yosemite Valley Charter School is being sexually harassed should immediately contact his/her supervisor, Senior Director, other district administrator, or the Senior Director or designee in order to obtain procedures for reporting a complaint.

Any supervisor who receives a harassment complaint shall notify the Senior Director or designee, who shall ensure that the complaint is appropriately investigated.

The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Yosemite Valley Charter School - 4119.11, 4219.11, 4319.11 – Sexual Harassment

Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions. It generally involves unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

- Unwanted sexual advances
- Offering educational benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: Leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters
- Verbal conduct: Making or using derogatory comments, epithets, slurs and jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations

- Physical conduct: Touching, assault, impeding or blocking movements

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting when:

1. Submission to the conduct is made either expressly or by implication in terms or condition of any individual's employment.
2. Submission to or rejection of such conduct by an individual is used as the basis for an employment decision affecting the individual.
3. The conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or of creating an intimidating, hostile, or offensive working or educational environment, or of adversely affecting the student or employee's performance, evaluation, advancement, assigned duties, or any other condition of education, employment or career development.
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Other examples of sexual harassment, whether committed by a supervisor or any other employee, are:

1. Unwelcome leering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures, or gestures.
5. Spreading sexual rumors.
6. Touching an individual's body or clothes in a sexual way.
7. Cornering or blocking of normal movements.
8. Displaying sexually suggestive objects in the educational or work environment.
9. Any act of retaliation against an individual who reports a violation of Yosemite Valley Charter School's sexual harassment policy or who participates in the investigation of a sexual harassment.

Each Senior Director and supervisor has the responsibility of maintaining an educational and work environment free of sexual harassment. This responsibility includes and/or discussing Yosemite Valley Charter School's sexual harassment policy with his/her students and/or employees and assuring them that they

are not required to endure sexually insulting, degrading, or exploitive treatment or any other form of sexual harassment.

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| Section F: Discrimination and Sexual Harassment Policy |
| Part 2: Sexual Harassment – All Personnel |

Notifications

A copy of Yosemite Valley Charter School’s policy on Harassment in Employment shall:

1. Be available, accessible, and displayed in a prominent location in the School’s digital manual.
2. Be provided to all staff members at the beginning of the first semester of the school year, or whenever a new employee is hired.
3. Appear in any school or district publication that sets forth the school or district’s comprehensive rules, regulations, procedures, and standards of conduct.

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing or a copy of district information sheets that contain, at a minimum, components on:

1. The illegality of sexual harassment.
2. The definition of sexual harassment under applicable state and federal law.
3. A description of sexual harassment with examples.
4. The district’s complaint process available to the employee.
5. The legal remedies and complaint process available through the Fair Employment and Housing Department and Commission.
6. Direction on how to contact the Fair Employment and Housing Department and Commission.

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| Part 3: Sexual Harassment – Students |

Yosemite Valley Charter School
– Sexual Harassment:

The Governing Board prohibits unlawful sexual harassment of or by any student by anyone in or from Yosemite Valley Charter School.

Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment.

Any student who engages in the sexual harassment of anyone in or from Yosemite Valley Charter School may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

The Board expects students or staff to immediately report incidents of sexual harassment to the Senior Director or designee or to another district administrator.

Any student who feels that he/she is being harassed should immediately contact the Senior Director or designee or another district administrator in order to obtain a copy of AR 1312.3 – Uniform Complaint Procedures. Complaints of harassment can be filed in accordance with these procedures.

The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Yosemite Valley Charter School
Sexual Harassment (5145.7)

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status or progress.
2. Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual.

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3. The conduct has the purpose or effect of having a negative impact on the individual’s academic or work performance, or of creating an intimidating, hostile, or offensive educational or work environment.
4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school.

Other types of conduct which are prohibited in Yosemite Valley Charter School and which may constitute sexual harassment include:

1. Unwelcome leering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
3. Graphic verbal comments about an individual’s body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures, or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
7. Touching an individual’s body or clothes in a sexual way.
8. Purposefully limiting a student’s access to educational tools.
9. Cornering or blocking of normal movements.
10. Displaying sexually suggestive objects in the educational environment.
11. Any act of retaliation against an individual who reports a violation of the district’s sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

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| Part 3: Sexual Harassment – Students |

Notifications

A copy of Yosemite Valley Charter School’s sexual harassment policy shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year.
2. Be available, accessible, and displayed in a prominent location in the School’s digital manual.
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session.
4. Appear in any school or district publication that sets forth the school or district’s comprehensive rules, regulations, procedures, and standards of conduct.

Enforcement

The Senior Director or designee shall take appropriate actions to reinforce Yosemite Valley Charter School’s sexual harassment policy. These actions may include:

1. Removing vulgar or offending graffiti.
2. Providing staff in service and student instruction or counseling.
3. Taking appropriate disciplinary action as needed.

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Yosemite Valley Charter School

Section G: School Dress Code, if it exists. CA Ed Code: Sections 32280-32289

Part 1: Non-classroom based program does not have a dress code.

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| Yosemite Valley Charter School |
| Section H: Safe Ingress and Egress |
| Part 1: General Information |

Yosemite Valley Charter School – Safe Ingress and Egress

Yosemite Valley Charter School takes pride in providing a safe environment for all students, parents, and school employees. Our School will take measures to ensure safe ingress and egress to and from school activities and functions for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from our buildings, corridors within buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian and vehicular traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To achieve this goal, the school works closely with local law enforcement agencies and the local city government to ensure that the school's immediate community is safe.

Through the joint efforts of Yosemite Valley Charter School office, site administrators, faculty, Safety Committee, PTSA, and other organizations, including consultants, Yosemite Valley Charter School has developed a plan to ensure the safe arrival and departure of students, staff, and visitors. Yosemite Valley Charter School encourages input from our community and reviews this plan on an annual basis.

Any problems associated with safe ingress and egress will be addressed immediately.

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| Section H: Safe Ingress and Egress |
| Part 2: Safe Ingress and Egress |

Yosemite Valley Charter School – Safe Ingress and Egress

The following is a template to be completed by each local location.

There are X entrances and X exits at [Enter Information].

| | Open | Close | Open | Close |
|-------------------|---------|-------|------|---------|
| Front of Location | 6:30 am | | | 6:00 pm |

All adults are to enter from the front of the location. All visitors to the location must wear a badge to identify themselves as visitors.

Whenever a safety issue is pending, all doors are locked immediately. For emergency situations, staff have door keys to lock or unlock doors closest to them.

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| Yosemite Valley Charter School |
| Section I: Bullying and Intimidation |
| Part 1: Anti-Intimidation Policy |

Yosemite Valley Charter School – Bullying and Intimidation

The Yosemite Valley Charter School’s Board believes that all students have a right to a safe and healthy school environment. To that end, Yosemite Valley Charter School, schools and community have an obligation to promote mutual respect, tolerance, and acceptance. Yosemite Valley Charter School will not tolerate any act of intimidation including direct physical contact, gestures, comments, threats or actions, either written, verbal or physical, which cause, threaten to cause or are likely to cause bodily harm, social isolation, manipulation, or personal degradation on any District campus, at any school activity whether on or off campus, while traveling to and from school or a school sponsored activity, or during the lunch period, whether on or off campus.

The consequences of these actions may include a broad range of disciplinary measures as appropriate; however, every effort will also be taken to provide or locate appropriate assistance for both the victim and the offender.

From Yosemite Valley Charter School Administrative Regulation 5131 - Conduct

Bullying occurs when one or more students threaten, harass, or intimidate another student through words, or actions including continual direct physical contact such as hitting or shoving intentionally.

These incidents will be acted upon when they occur on the school grounds at any time, en route to and from school or a school-sponsored activity, during the lunch period whether on or off campus.

A “school-related” or “school-sponsored” activity is an activity that is approved by the Senior Director or his/her designee and supervised by assigned school personnel.

For the purpose of this administrative regulation, bullying is, but is not limited to, making unsolicited and unwelcome written, verbal, physical and/or threatening visual gestures or contact.

Written – intimidating/threatening letters, notes, or messages

Verbal – intimidating/threatening comments, slurs, innuendos, teasing, jokes, or epithets

Visual – threatening gestures

Physical – hitting, slapping and/or pinching

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Yosemite Valley Charter School – Bullying and Intimidation

From Yosemite Valley Charter School - Conduct

Making reprisals, threats or reprisal, engaging in coercive behavior to negatively control, influence or affect the health and well-being of a student.

Initial Response and Reporting Expectations

The District expects all employees, if they observe or become aware of an act of intimidation, to take immediate, appropriate steps to intervene.

If, in the opinion of the employee, the matter has not been resolved, then the situation shall be reported to an administrator for further investigation.

Yosemite Valley Charter School encourages students, parents and other community members who observe or become aware of a serious act of intimidation to report this act to a school administrator for further investigation.

Investigation and Response

Any incident, which may constitute an act of intimidation and is reported to the Senior Director, shall be thoroughly investigated by the site administrator or designee. Consequences shall be commensurate with the results of the investigation. This may include, but is not limited to, counseling, parent conference, detention, involuntary transfer, a formal suspension and/or expulsion of the offender. The parent or guardian shall be contacted and may be asked to attend a conference with school officials.

If the parent or guardian does not attend the conference, the site administrator shall send a letter informing the parent of the actions under consideration and notifying parent of all data pertinent to the action.

Depending on the severity of the incident, the administrator shall take appropriate steps to insure campus safety. This may include any or all of the following: Implement an immediate safety plan; isolate and supervise involved students; provide staff support for involved students as necessary; report incident to law enforcement if appropriate; notify the parents/guardians of both the offender and the victim and develop supervision plan with parents.

If the act of intimidation is deemed to warrant a suspension, expulsion, or involuntary transfer to another school, then the matter will be processed in accordance with the board policies and [Enter Applicable Administrative Regulation] pertaining to the suspension/expulsion due process.

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Yosemite Valley Charter School – Bullying and Intimidation

Assessment and Intervention

An administrative contact will be made with the victim and offender prior to resuming regular schedule of classes. If deemed necessary, the administrator or designee may convene a multidisciplinary team to further assess and determine the need for ongoing support for the victim of the offender.

Depending upon the severity of the intimidation, an investigation may include a review of school records, identification of parent/family issues, and interview with students, parents, and school staff. A multi-disciplinary team consisting of school staff, counselor/psychologist, parent, student, and other agency personnel as appropriate, shall develop a behavior support plan.

The support plan may include any or all of the following: a case manager (special education staff), counseling services (site, and/or community resources), parenting skills classes, and other additional support services as deemed appropriate. The case manager will maintain a record of the services provided.

Each site will identify community resources to be used before, during and after incidents of intimidation.

School Follow-up

The case manager has a responsibility to follow up and evaluate the behavior support plan. The case manager will compile a report to the site administrator on the process, resources used, and the follow up procedure involving the victim and the offender.

A copy of the behavior plan and follow-up report will then be forwarded to the Coordinator of Pupil Services.

Retaliation Prohibited

Retaliation against a student who reports or witnesses bullying is strictly prohibited and is ground for discipline.

Mandated Notification

At the beginning of the school year, each student shall receive an age-appropriate summary of the board policy prohibiting intimidation.

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Yosemite Valley Charter School Yosemite Valley Charter School – Bullying and Intimidation

An age-appropriate summary of the anti-intimidation board policy shall be part of new student orientation programs and included in student handbooks or informational packets.

A summary of the anti-intimidation board policy shall be included as part of Yosemite Valley Charter School’s annual notification of parents.

Each staff member shall be notified of Yosemite Valley Charter School’s anti-intimidation board policy.

The District’s anti-intimidation board policy shall be included in each school’s comprehensive school safety plan.

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| Part 1: Mental Health Guidelines |

Mental Health Guidelines

The Governing Board recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. acknowledges the school’s role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which works to create a safe and nurturing culture that minimizes suicidal ideation in students.

Recognizing that it is the duty of to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the physical, behavioral and emotional health of students greatly impacts school attendance and educational success, this policy shall be paired with other practices that support the emotional and behavioral wellness of students.

In an attempt to reduce suicidal behavior and its impact on students and families, the Senior Director or designee shall develop strategies for suicide prevention, intervention, and post-intervention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff and any other individuals in regular contact with students.

The Senior or designee shall develop and implement preventive strategies and intervention procedures that include prevention, staff development, developmentally - appropriate programs, intervention, assessment and referral, and parent/ student notification.

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- Suicide Prevention, Intervention and Postvention Protocol

The Governing Board recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which works to create a safe and nurturing culture that minimizes suicidal ideation in students.

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The Senior or designee shall develop and implement preventive strategies and intervention procedures that include the following:

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- Policy Implementation

~~A district level suicide prevention coordinator shall be designated by the Executive. This may be an existing staff person. The district suicide prevention coordinator~~ **The Mental Health Team will be responsible for planning and coordinating implementation of these regulations for the school .**

~~The district suicide prevention coordinator shall designate a school program suicide prevention coordinator to act as a point of contact in each school/program for issues relating to suicide prevention and policy implementation. This may be an existing staff person. All staff members shall report students they believe to be at elevated risk for suicide to the school suicide prevention coordinator.~~ **The Mental Health Team will act as a point of contact for issues relating to suicide prevention and policy implementation. All staff members shall report students they believe to be at elevated risk for suicide to the school mental health/suicide prevention coordinator.**

Staff Professional Development:

All staff will receive annual professional development to include, but not limited to: risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention.

~~The professional development will include additional information regarding groups of students at elevated risk for suicide. These groups include, but are not limited to the following: those living with mental and/or substance use disorders, those who have suffered traumatic experiences, those who engage in self harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (lesbian, gay, bisexual, transgender, and questioning) students, students bereaved by suicide, and those with medical conditions or certain types of disabilities. Additional professional development in risk assessment and crisis intervention will be provided to school employed mental health professionals and school nurses.~~ **The professional development will include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, LGBTQ students, students bereaved by suicide and those with medical conditions or certain types of disabilities.**

Youth Suicide Prevention Programming:

Developmentally-appropriate, student-centered suicide prevention education may be incorporated into classroom curricula. The content of these age-appropriate materials may include, but is not limited to: the district's suicide prevention, intervention, and referral procedures, the importance of safe and healthy choices

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and coping strategies, how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others, help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, schools may provide supplemental small group suicide prevention programming for students.

Publication and Distribution:

The administrative regulations will be distributed annually and included in all student and teacher handbooks and on the school website.

Employee Qualifications and Scope of Services

Employees of must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals including, but not limited to the following: school counselors, school psychologists, ~~social workers and nurses~~ employed by .

Parents, Guardians, and Caregivers Participation and Education

To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, the suicide prevention policy shall be prominently displayed in the parent handbook.

All parents/guardians/caregivers should have access to suicide prevention training that includes, but is not limited to the following: suicide risk factors, warning signs, and protective factors, How to talk with a student about thoughts of suicide, how to respond appropriately to the student who has suicidal thoughts.

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Intervention, Assessment, Referral

Staff

~~When a student is identified by a staff person as potentially suicidal, i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the school suicide prevention coordinator will be notified immediately. The student will be seen by the school suicide prevention coordinator as soon as possible. If the school suicide prevention coordinator is not available, the district suicide prevention coordinator will be contacted. If there is no mental health professional available, a school administrator will fill this role until a mental health professional can be brought in. The student will be seen by a school-employed mental health professional (school counselors, psychologists, social workers, or nurses) within the same school day to assess risk levels and facilitate referral if needed.~~

When a student is identified by a staff person as potentially suicidal, i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the parent, teacher, Student Support Team, and possibly the student will be contacted by a Mental Health Team within the same school day to assess risk and/or facilitate referral.

1. School staff will recommend that the student is continuously supervised to ensure their safety.
2. The Mental Health Team and/or Student Support Team(s) will be informed and alerted of the situation as soon as reasonably possible through one or more of the following:
 - Email the Mental Health Team at: mentalhealthteam@inspireschools.org
 - Complete the Mental Health Team's At-Risk Survey: [Student Mental Health Risk Report](#)
 - Complete the Student Support Team's Crisis Survey: [Student in Crisis](#)
3. The Mental Health Team and Student Support Team will contact the reporting school staff, as well as the student's parent or guardian, and will provide community-based resources and recommendations. When appropriate, this may include calling emergency services or bringing the student to the local hospital emergency department.

Designated members of the Mental Health Team should conduct a suicide risk assessment. The purpose of the assessment is to determine the level of risk and to identify the most appropriate actions to ensure the immediate and long-term safety and well-being of the student. This should be done by a team that includes a school-employed mental health professional.

Caregiver notification is a vital part of suicide prevention. The appropriate caregiver(s) must always be contacted when signs of suicidal thinking and behavior are observed. Typically this is the student's parent(s); however, when child abuse is suspected protective services should be contacted. Even if a child is judged to be at low risk for suicidal behavior, schools may ask caregivers to sign a form to indicate that relevant information

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has been provided. Regardless, all caregiver notifications must be documented. Caregivers also provide critical information in determining level of risk. Whether a student is in imminent danger or not, it is strongly recommended that lethal means are (i.e. guns, poisons, medications, and sharp objects) are removed or made inaccessible.

Refer to community services if warranted. Referral options to 24 hour community-based services should be identified in advance. It is best to obtain a release from the primary caregiver to facilitate the sharing of information between the school and community agency.

Risk Level I (Low):

Definition: Does not pose imminent danger to self; insufficient evidence for suicide potential.

Indicators: Passing thoughts of suicide; no plan; no previous attempts; no access to weapons or means; no recent losses; support system is in place; no alcohol/substance abuse; some depressed mood/affect; evidence of thoughts found in notebook, internet postings, drawings; sudden changes in personality/behavior (e.g., distracted, hopeless, academically disengaged)

Risk Level II (Moderate)

Definition: May pose imminent danger to self, but there is insufficient evidence to demonstrate a viable plan of action to do harm.

Indicators: Thoughts of suicide; plan with some specifics; unsure of intent; previous attempts and/or hospitalization; difficulty naming future plans; past history of substance use, with possible current intoxication; self-injurious behavior; recent trauma (e.g., loss, victimization)

Risk Level III (High):

Definition: Poses imminent danger to self with a viable plan to do harm; exhibits extreme and/or persistent inappropriate behaviors; sufficient evidence for violence potential; qualifies for immediate arrest or hospitalization.

Indicators: Current thoughts of suicide; plan with specifics, indicating when, where and how; access to weapons or means in hand; finalizing arrangements (e.g., giving away prized possessions, good bye messages in writing, text, on social networking sites); isolated and withdrawn; current sense of hopelessness; previous attempts; no support system; currently abusing alcohol/substances; mental health history; precipitating events, such as loss of loved one, traumatic event or bullying.

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Risk Level Interventions and Follow-Up

DO NOT LEAVE THE STUDENT UNSUPERVISED

RL I Action (Low):

1. CONSULT WITH A MENTAL HEALTH PROFESSIONAL.
2. Contact parent/guardian/caregiver and give resources when appropriate.
3. Implement Interventions I.E., Student no harm promise and Plan, identify support systems on and off campus.
4. Document student and parent contact and place in confidential file.
5. Contact CPS if suspected abuse.
6. Complete confidential Suicide assessment risk form.
7. Consider whether student may have a disability and/or may need referral for additional services.

RL II Action (Moderate):

1. CONSULT WITH A MENTAL HEALTH PROFESSIONAL.
2. Notify and/or hand off student ONLY to parent/guardian/caregiver who commits to seek an immediate mental health assessment or to law enforcement if parent is unavailable or uncooperative. Consider any suspected child abuse or neglect prior to contacting parent/guardian.
3. If parent transports students to mental health facility have parent sign Parent Notification Form.
4. Document student and parent contact and place in confidential file.
5. Complete follow-up with student and parent when student returns.
6. Contact CPS if suspected abuse.
7. Complete confidential Suicide assessment risk form.
8. Consider whether student may have a disability and/or may need referral for additional services.

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RL III Action (High):

1. CONSULT WITH A MENTAL HEALTH PROFESSIONAL.
2. Notify and/or hand off student ONLY to parent/guardian/caregiver who commits to seek an immediate mental health assessment or to law enforcement if parent is unavailable or uncooperative. Consider any suspected child abuse or neglect prior to contacting parent/guardian.
3. Contact law enforcement. Law enforcement will determine if the parent will transport student to mental health evaluation center or police may arrange for transportation to the mental health evaluation center.
3. Complete mental health evaluator form.
4. If parent transports students to mental health facility have parent sign Parent Notification Form.
5. Complete confidential Suicide assessment risk form.
6. If police arrange for transport, notify site administrator.
7. Document student and parent contact.
8. Consider whether student may have a disability and/or may need referral for additional services.
9. Contact CPS if suspect abuse.
10. Follow procedures for re-entry to School After a Suicide Attempt.

As appropriate, consider an assessment for special education or a 504 Accommodation plan for a student whose behavioral and emotional needs affect their ability to benefit from their educational program.

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Document all actions

The ~~suicide prevention coordinator~~ **Mental Health Team** shall maintain records and documentation of actions taken at the school for each case.

Notes, documents and records related to the incident are considered confidential information and remain privileged to authorized personnel. These documents should be kept in a confidential file separate and apart from the student's cumulative records.

If the student transfers to a school within or outside the sending school may contact the receiving school to share information and concerns, as appropriate, to facilitate a successful supportive transition.

Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis:

Treat every threat with seriousness and approach with a calm manner; make the student a priority.

Listen actively and non-judgmental to the student. Let the student express his or her feelings.

Acknowledge the feelings and do not argue with the student.

Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress.

Explain calmly and get the student to a trained professional, school psychologist, school counselor, or designated staff to further support the student.

Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

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| Section J: Mental Health Guidelines |
| Part 2: Suicide Prevention, Intervention and Postvention Protocol |

Students

Each school site and program within shall identify, disseminate and prominently display a process for students to safely notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

Parental Notification and Involvement

Each school within shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

After a referral is made for a student, school staff shall verify with the Parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student prior to returning to school.

If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide prevention coordinator, administrator or other mental health professional will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

A written authorization to exchange/release information should be completed by the parents/guardians/caregivers and appropriate school staff (e.g., school psychologist, school counselor and/or nurse) should consult with outside mental health or medical treatment team.

Action Plan for In-School Suicide Attempts

Each school site and program within shall follow the following action plan to immediately address in school suicide attempts. If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The urgency of the situation will dictate the order and applicability in which the subsequent steps are followed:

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Remain calm, remember the student is overwhelmed, confused, and emotionally distressed.

Move all other students out of the immediate area.

Immediately contact the administrator and suicide prevention coordinator.

Call 911 and give them as much information about the situation as possible.

If needed, provide medical first aid until a medical professional is available.

Parents/guardians/caregivers should be contacted as soon as possible.

Do not send the student away or leave them alone, even if they need to go to the restroom.

Listen and prompt the student to talk.

Review options and resources of people who can help.

Be comfortable with moments of silence as you and the student will need time to process the situation.

Provide comfort to the student.

Promise privacy and help, and be respectful, but do not promise confidentiality.

Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

Follow procedures for re-entry to School After a Suicide Attempt.

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Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of property, it is crucial to protect the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

Contact the parents/guardians/caregivers and offer support to the family.

Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.

Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct.

Designate a staff member to handle media requests.

Provide care and determine appropriate support to affected students.

Follow procedures for re-entry to School After a Suicide Attempt.

Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

A student returning to school following hospitalization, including psychiatric and drug or alcohol inpatient treatment, must have written permission by the health care provider in order to attend school.

A written authorization to exchange/release information should be completed by the parents/guardians/caregivers and appropriate school staff (e.g., school psychologist, school counselor and/or nurse) should consult with the outside mental health or medical treatment team.

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If the student has been out of school for any length of time, including mental health hospitalization, the school site administrator or designee should hold a re-entry meeting with key support staff, parent/guardian/caregiver and student to facilitate a successful transition back into school.

The re-entry meeting should include a review of the authorization for return and documentation provided by the outside mental health or medical treatment team.

The documentation provided should be considered in the development of a student safety plan for re-entry.

The school team should confer with student and parents/guardians/caregivers about any specific requests on how to handle the re-entry.

Inform the student's teachers about possible days of absences.

Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student).

Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood as part of the student safety plan.

Work with parents/guardians/caregivers to involve the student in an aftercare plan.

POSTVENTION

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital to be prepared ahead of time in the event of such a tragedy. The following are general procedures for the school administrator/director in the event of a completed suicide:

Gather pertinent information

Confirm cause of death is the result of suicide, if this information is available.

Identify staff member to be the point of contact with the family of the deceased.

Information about the cause of death should not be disclosed to the school community until the family has been consulted and has consented to disclosure.

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Assemble district crisis response team

District crisis response team to determine initial response procedures and obtain consultation regarding number of personnel needed for initial response. It is helpful to have the following information available for consultation:

- Demographic information
- Siblings (If any within)
- School Profile
- Known friends/groups
- Identification of additional high risk students

Staff notification

Concerns and wishes of family members regarding disclosure of the death and cause of death should always be taken into consideration when providing facts to students, staff and parents. Some actions to consider:

Assess the extent and degree of psychological trauma and impact to the school community

Establish a plan to notify staff of death, once consent is obtained by the family of the deceased.

Notification of staff is recommended as soon as possible (In person if possible).

To dispel rumors, share accurate information and all known facts about the death.

Emphasize that no one event is to blame for suicide. Suicide is complex and cannot be simplified by blaming individuals, drugs, music and/or school.

Allow staff to express their own reactions and grief; identify anyone who may need additional support and provide resources.

Student notification and support

Concerns and wishes of family members regarding disclosure of the death and cause of death should always be taken into consideration when providing facts to students, staff and parents. Some actions to consider:

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Notification of students should be done in small group settings, such as in the classroom. Do not notify students using a public announcement system.

To the extent possible, students should be notified in the same time period to minimize rumors.

When possible, the news should be delivered by staff with whom the students are most familiar and comfortable.

Provide staff with a scripted notification of death for students and

Prepare staff for potential reactions and questions. Review student support plan making sure to clarify procedures and locations for crisis counseling.

Define triage procedures for students and staff who may need additional support in coping with the death.

Identify a lead crisis response staff member to assist with coordination of crisis counseling and support services.

Identify locations on campus to provide crisis counseling to students, staff and parents, as needed.

Identify a mental health professional (School psychologist or school counselor) to check in with students previously identified to be at risk for suicide.

Request substitute teachers, as needed.

Maintain sign-in sheets and documentation on individual's services for follow up, as needed.

Provide students, staff or parents/guardians/caretakers with after-hours resource numbers such as the 24/7 Suicide Prevention Crisis Line.

Refer students or staff who require a higher level of care for additional services such as a community mental health provider, or their health care provider. Indicators of students and staff in need of additional support and/or referral may include the following:

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Persons with close connections to the deceased.

Persons who have experienced a loss over the past six months to a year, a traumatic event, have witnessed acts of violence, or have a history of suicide (Self or family member).

Persons who appear emotionally over-controlled (e.g., a student who was very close to the deceased but who is exhibiting no emotional reaction to the loss) or those who are angry when majority are expressing sadness.

Persons unable to control crying

Persons with multiple traumatic experiences may have strong reactions that require additional assistance.

Document

School administration shall maintain records and documentation of actions taken at the school site.

Monitor and manage

School administration with support from the district crisis team should monitor and manage the situation as it develops to determine follow up actions and continued support plans.

Communicate with the larger school community about the suicide death;

Consider funeral arrangements for family and school community;

Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered. Memorials or dedications to a student who has died by suicide should not glamorize or romanticize either the student or the death.

Identify and monitor social media platforms students are using to respond to the suicide. Encourage parents to monitor internet postings regarding the death, including the deceased personal profile pages.

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| Section K: Crime Assessment |
| Part 1: Crime Assessment |

In compliance with SB 187 and SB 334, will compile statistics pertaining to school crime committed at our locations and at school-related functions. The school will complete a *California Safe Schools Assessment – School Crime Reporting Form* for each incident that occurs. Copies of these forms shall be inserted in the Appendix this plan. The school will also insert an annual breakdown of incidents, by month. Information obtained will assist the school and in developing programs to reduce the incidence of crime on campus.