

# **Yosemite-Wawona Elementary Charter School**

## ***Charter Renewal Petition***

**CDS # 20-65185-0129015**



**Approved by the  
Yosemite-Wawona Elementary Charter School  
Board of Directors  
on December 12, 2018**

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## CHARTER PETITION REQUEST

In accordance with the California Charter School law,

The Yosemite-Wawona Elementary Charter School Board of Directors formally requests the Board of Trustees of the Bass Lake Joint Union Elementary School District (BLJUESD) to reauthorize a charter to operate the Wawona Elementary School as a charter school from July 1, 2019 to June 30, 2024. The school at Wawona is non-operational for the 2018-19 school year due to very late certificated resignations and the inability to find suitable replacement staff. The Board of Directors of the Yosemite-Wawona Elementary Charter School will use this time to successfully submit a reauthorization petition, to continue to develop the rich academic programs available at the school and to begin the search for certificated staff at a more opportune time in the academic year. It is planned that operations for the charter will begin on July 1, 2019 – with the opening of the school year on August 15, 2019.

The Yosemite-Wawona Elementary Charter School is proposing to continue to operate a community charter school. The National Park Service requires all emergency response personnel and most management employees to be “required occupants” within the Park District they serve. These employees and their families have no choice but to live within the community where the employee is stationed. It is the mission of the Wawona Elementary School to serve the children of these park employees and other local families that wish to have their children attend the school and take part in a unique educational experience.

The charter school will continue to be known as The Yosemite-Wawona Elementary Charter School (Y-WECS) and will continue to be located at 7925 Chilnualna Falls Road, Yosemite National Park, Mariposa County, California.

The proposed Yosemite-Wawona Elementary Charter School is a viable alternative to public school educational programs both within the Wawona Elementary School attendance area, and in neighboring mountain area school districts in eastern Madera County and in Mariposa County. The Yosemite-Wawona Elementary Charter School will operate in a manner consistent with the school’s educational philosophy and the definition of a 21st century student as defined herein.

Historically, parents have always been supportive and involved in their children’s academic progress and success. Parents are key contributors to the well being of the school. Many parents, relatives, and community members volunteer in classrooms or behind the scenes in support of our students and staff. It is a goal of this charter to maintain parent involvement, and more importantly, increase parent engagement.

The Yosemite-Wawona Elementary Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, and shall not charge tuition. Moreover, the Yosemite-Wawona Elementary Charter School shall not discriminate against any pupil on the basis of the characteristics listed in *Education Code* section 220.

There is strong support for the continuation of the Yosemite-Wawona Elementary Charter School. The following charter proposal is a reflection of the support expressed by the administration, certificated and classified employees, and parents in the school community.

## CHARTER ACCOMPLISHMENTS

Listed below are some of the recent accomplishments achieved by the Yosemite-Wawona Elementary Charter School. This list is not exhaustive, but it does indicate that Y-WECS has been a successful program and viable option for parents who would like their child to be a part of a unique educational experience.

- The Charter was a clear leader in getting students to grade level and beyond and has been named an **Honor Roll school for the 2017-2018**. The 2017-2018 Honor Roll recognizes public elementary, middle, and high schools that demonstrate **high levels of student academic achievement**, improvement in achievement over time, and reduction in achievement gaps.
- A thorough **needs assessment of the activities at the Charter** was completed. The data gathered during this process has led to the creation of both short and long term goals for the Charter.
- With input from parents and the community, teachers have begun the process of **developing a curricular “map” detailing the concepts and skills** students can expect to work on at each grade level during their attendance at the Charter.
- Every Monday, students had the opportunity to participate in **Field Studies** where programs are either brought in or students go out to explore their environment. Field Studies activities included activities coordinated by the Fresno Discovery Center, The Chaffee Zoo and hiking and rock climbing around Wawona, Glacier Point and Yosemite Valley.
- National Park Service science instruction opportunities through the **Nature Bridge Program (Project Pluton)** took place monthly. Upper grade students were exposed to the **flora, fauna, history, people and geology of the National Park**.
- All students received a **broad exposure to foreign language, the arts and humanities, cooking and technology**.
- A Technology Needs Assessment was conducted with the aim of **creating a reliable infrastructure that will support technology-based instruction** at the Charter. Student on-line safety and network security have been addressed.
- **Updated our School Safety Plan** and regularly conducted emergency drills.
- **Regular safety inspections** took place at the school and on the playground.
- **School suspensions, truancies and chronic absenteeism** (missing more than 10% of the school year) were at **extremely low rates**.
- An **energy conservation grant** (Prop. 39) will be used to replace a HVAC unit and to upgrade classroom lighting throughout the building to more energy efficient fixtures.
- **Positive rewards were in place** for students who demonstrate good attendance and good behavior.
- Parent, student and staff surveys all indicated an overwhelming opinion that the **school is a positive, supportive and safe place for students to learn in**.
- **Parent Volunteers** were recruited to read with students during the day. Parents also volunteered to enrich the educational offerings at the school through a variety of courses.

- **Individualizing instruction** was facilitated by software applications that allowed students to be challenged at an academic level that is appropriate to them through the Let's Go Learn program and other available on-line sites.
- Communication with the school was encouraged, and opportunities to do so are varied and plentiful. Check out our **website and Facebook page** to see what is going on at the school.
- **Parents are surveyed annually**, affording them an opportunity to evaluate the school's efforts to provide a powerful educational experience for its students. Information from this survey was used to develop goals and activities to better meet the needs of our students.
- Held a **well-attended public forum** on the future of the Charter in March of 2018. The feedback received was instrumental in completing the Local Control Accountability Plan and the Reauthorization of this Charter petition.
- **Parents frequently volunteered** in fundraising activities that support the school.
- The Wawona Property Owners Association (WAPOA) **continued its support of the charter** by donating money and time to support programs for students at the school.

## **ASSURANCES**

- The Yosemite-Wawona Elementary Charter School (Y-WECS) shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. It shall not charge tuition and shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).
- Y-WECS shall comply with all applicable federal, state and local laws and court orders.
- Y-WECS shall admit all pupils (subject to capacity) within the State of California who wish to attend the school. Admission to the School shall not be determined by the place of residence of a pupil or his or her parent or guardian within the State except as provided by Education Code Section 47605(d)(2). If Y-WECS receives a greater number of students who wish to attend the School and who submit a timely application, then admission will be determined through a public random lottery process. (See Section H – Admission Requirements for details)
- Y-WECS will not charge tuition.
- All meetings of the Board of Y-WECS shall be held in compliance with the Brown Act.
- Y-WECS shall comply with all applicable state and federal laws in serving students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Y-WECS shall meet all state standards and conduct the pupil assessments required by California Education Code Sections 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.
- Y-WECS shall meet all requirements for employment set forth in applicable provisions of law,

including but not limited to credentials, as necessary.

- Y-WECS will ensure that teachers in Y-WECS hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by law, flexibility may be given to non-core, non-college preparatory teachers.
- Y-WECS will, at all times, maintain all necessary and appropriate insurance coverage.
- Y-WECS will comply with all laws related to the minimum age of public school admission.
- Y-WECS shall be deemed the exclusive public school employer of the employees of the School for purposes of the Educational Employment Relations Act.
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

Regulations that apply to the School including but not limited to:

- Y-WECS shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
- Y-WECS shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
- Y-WECS shall comply with any jurisdictional limitations to locations of its facilities.
- Y-WECS shall comply with the Public Records Act.
- Y-WECS shall comply with the Family Educational Rights and Privacy Act.
- Y-WECS shall comply with all applicable portions of the Every Student Succeeds Act (ESSA).
- Y-WECS shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5 (a)(1)(A)-(D) for the Core Program. Both the Flex and Core Programs shall meet or exceed the legally required minimum of school days per year. Excellent attendance shall be expected of every student in the program, with a goal of 95% or higher attendance rate for the school.
- Y-WECS shall comply with the Political Reform Act and Government Code 1090.

## **SCHOOL DESCRIPTION**

Yosemite-Wawona Elementary Charter School (Y-WECS) is a TK-8<sup>th</sup> grade charter school authorized by the Bass Lake Joint Union Elementary School District and opened in August 2014. This Charter Renewal petition would like to **renew the charter as a TK-6<sup>th</sup> school**. The enrollment at that time was 5 students. The school is located in Wawona in the southern district of Yosemite National Park. There has been a school in existence in this rural mountain community since the mid 1890's. The school has primarily enrolled students from the

communities of Wawona, Fish Camp and Yosemite West, and has primarily served children of National Park Service and concessionaire employees. The Wawona School has a history of widely fluctuating student enrollment numbers. Student enrollment has ranged from the 5 students that the Charter began with to as high as 30 students. In the past several years the school has begun attracting students from the surrounding mountain communities.

The foundation of the charter school's academic program includes a multi-age classroom where students learn in an integrated, project-based learning environment that emphasizes California Common Core Standards. Also included in the educational program are experiences in art, drama, outdoor activities, cooking and community enrichment programs. An interactive field studies curriculum has been established that connects Y-WECS students with real-life, hands-on learning experiences throughout Yosemite National Park and the surrounding areas. As the curriculum has evolved it has been further aligned with ELA and STEM instruction. All academic programs continue to be assessed and modified as needed, with the expectation that all students enrolled in Y-WECS will fulfill the articulated over-riding aims of the school in the Mission and Vision statements, and will also attain those goals stated in the charter's adopted Local Control Accountability Plan (LCAP).

The Yosemite-Wawona Elementary Charter School will provide a TK-6 school in Wawona that will serve the children of the current and future generations of NPS employees, concessionaire employees, as well as other students in Mariposa County, and from Eastern Madera County mountain area school districts.

## **A. EDUCATIONAL PHILOSOPHIES AND GUIDING PRINCIPLES**

The foundation of our academic program includes a multiage classroom where students work in large groups, small groups and individually, an integrated curriculum, project-based learning, visual and performing arts, and exposure to technology skills. The staff works for integration of content across the subject areas. Students are encouraged to be active learners as they take risks, imagine, investigate, question and create. The role of the adults in the learning environment is to assist children in finding their own unique gifts and talents by challenging, remediating, accelerating, supporting and encouraging. Students, staff and parents are kept informed of students' progress through a variety of assessment tools and through regularly scheduled conferences.

It is the intent of the Charter that the goals and activities contained in the school's Local Control Accountability Plan (LCAP) will align with the aims of the Y-WECS renewal petition.

One of the greatest strengths of the school is the multiage situation where students and staff spend several years together. This experience truly creates a sense of affection and respect for one another. Open communication between the adults and children creates a comfortable atmosphere wherein learning becomes enjoyable. The children flourish in this caring environment, and have both respect and affection for the adults in return. However, the greatest strength of the school (multiage instruction) is also its greatest challenge. As in any other public school, how to best address individual student needs while simultaneously addressing the California Standards for each grade level requires a great deal of organization and planning. The development of a "roadmap" that lists the academic experiences planned for students at the



charter TK through 6<sup>th</sup> grade will be an important step towards realizing the potential of the program. The staff at the school continues to work on developing programs and guides that will reconcile these two approaches.

Wawona School is a place where all students at different grade levels are helping each other and learning together. Each day is an opportunity for creative discovery. The adults in the school are constantly looking for innovative ways to make each child's learning experience the best it can be.

### **An Educated Person In The 21st Century**

To be an educated person in the 21st century, one must have:

- The foundational skills - reading, writing, mathematics, speaking, and listening skills
- Thinking skills - creative thinking, making decisions, solving problems, being able to look at issues from different perspectives, knowing how to learn, reasoning/logic skills
- Personal qualities - individual responsibility, self-esteem, self-management, social skills, integrity

Concurrent with these foundational skills, a student must also learn how to:

- Manage resources - time, money, materials and space
- Develop interpersonal skills - work with teams, be able to teach others, lead others, and work well with people from different backgrounds
- Deal with information - acquire and evaluate data, organize and maintain files, interpret and communicate effectively, use computers to process information
- Use technology - select appropriate equipment and tools, apply technology to specific tasks, maintain and troubleshoot technologies
- Be an informed, productive and effective citizen in his/her community and be critically aware of local, state and global affairs
- Appreciate and respect the diversity of the different cultures in our world

### **How Learning Best Occurs**

Learning best occurs when the following common elements of a powerful, involved and enjoyable learning experience are in place:

- The child is self-motivated
- The learning is personally meaningful/and enjoyable
- There is active involvement
- It is a safe environment
- The activity is hands-on
- There is value in the learning
- Learning involves a group activity
- The child has choice
- There is risk-taking involved/the student is challenged
- There is discovery-an Aha! moment
- Help is available
- The child feels cared for and supported
- The result has worth

### **Over-Riding Aims of YWECS**

The Yosemite Wawona Elementary Charter School seeks to help students grow and develop in the following ways:

- Enable students to become self-motivated, competent and life-long learners.
- Respect the different learning styles/multiple intelligences and teach accordingly.
- Help students to realize that learning is a life-long process that not only comes from school, but the community and constantly changing world around us.
- Help students to develop the necessary skills and academic paths so that they can choose fulfilling and enjoyable professions.
- Realizing that problems are a part of life, teach students healthy and constructive ways to develop problem-solving skills, and help them realize that mistakes are wonderful opportunities to learn.
- Provide a warm, supportive, safe, and loving atmosphere for students.
- Encourage respect by modeling respect, and teach that all ethnic groups are important.
- Provide students with diverse experiences outside of our rural, homogeneous community through field trips.
- Teach thinking skills and the "how-to" in all instructional areas, including:
  - How to get information and use resources to find their own answers
  - How to socialize and get along with others
  - How to deal with conflict
  - How to gain independence
- Adequately provide for the children who have special needs.
- Provide opportunities throughout the day to teach the children to work cooperatively in whole class, small, and multi-age groups that develop leadership capabilities.
- Provide an enriched learning experience for all children, emphasizing "real life" challenges whenever possible.
- Provide a well-rounded education in the arts for every child.
- Maximize each child's academic abilities by creating a greater awareness of personal strengths and limitations so that each child can reach his or her potential.
- Teach self-discipline and responsibility; students are responsible for their own actions and a large part of their own education.
- Continuously facilitate the development of a healthy self-concept in each child.

- View the teacher as a facilitator, counselor and team player - not as an information giver or dictator.
- Provide opportunities for the staff members to improve their professional skills.
- Continuously evaluate the programs at the Y-WECS and make necessary changes.
- Strengthen students' skills in self-assessment.
- Align the majority of our curriculum and teaching methods with the most current state and/or national curriculum standards.

### **Academic Philosophy**

The foundation of the academic program at YWECS is:

- Set in a multiage classroom environment
- A hands-on, project-based curriculum
- A place where students work cooperatively and collaboratively
- Integrated content across subject areas
- Academically challenging
- Aligned with California Common Core content standards

### **Mission Statement:**

To produce self-motivated, competent, life-long learners in a local community school who have a sound academic foundation, create quality work, are group workers and problem solvers, show respect and consideration for others and choose the academic path to an enjoyable career as an adult.

### **Vision:**

To provide a local school within Yosemite National Park that ensures the health, safety and welfare of our children. To offer a unique education that utilizes the incredible natural and human resources within the Park. To always do what is best for kids. To offer an educational experience in this setting that will emphasize reading, writing, mathematics, science and the social sciences, communication skills, foster a spirit of environmental stewardship, and a broad-based exposure to other academic disciplines through projects, hands-on activities and real world experiences, whenever possible. This learning will be achieved in a respectful and supportive environment that enhances integrity, respect, responsibility, and compassion for others.

## **B. EDUCATIONAL PROGRAM**

### **Target Population**

The Yosemite-Wawona Elementary Charter School will enroll TK-6th grade students who are from the southern district of Yosemite National Park, Mariposa County, and from Eastern Madera County mountain area districts.

### **Academic School Year Calendar**

Y-WECS expects to operate with a calendar that is similar to what is used in the Bass Lake Joint Union Elementary School District and Yosemite Unified School District, with similar start and end dates, as well as holidays. Teacher collaboration days will be scheduled prior to the start of

the school year (dates to be determined), and periodically throughout the year to ensure a coherent program of instruction and time for planning all school activities and use of shared resources.

Within the Core Program, students will be provided with at least the minimum of 54,000 instructional minutes for all grade levels and will complete 175 days of instruction.

### **Description of Learning Settings for Program Options**

The Core Program will offer a multi-age, classroom-based educational program for students in grades kindergarten through eight. The program will be a hands-on, project-based curriculum, where students will learn cooperatively and collaboratively through small groups, large groups, and/or individually and will be exposed to real-life experiences and learning opportunities whenever possible. The program will include integrated content across subject areas that will be academically challenging and aligned with the California content and common core standards. School attendance will be tracked daily by the teacher(s) and will be collected and stored by the school secretary for official reporting to the state.

Non-Classroom Based Instruction is an educational option available for limited periods of time to Y-WECS students. As a charter school, we are able to assign Independent Study (IS) to students who are away from their desks for as little as one day. In the past this has occurred through a "Flex Friday" program where families have the option of sending students to school or completing pre-assigned independent work from home.

## **INSTRUCTIONAL STRATEGIES FOR SPECIAL POPULATIONS**

### **General Philosophical Approach**

The Yosemite-Wawona Elementary Charter School aims to help students become self-motivated, competent and lifelong learners. Realizing these goals will require a school environment that is sensitive to individual and group differences among the children we serve. This is best achieved in a small, multi-aged classroom with project-based activities and real-life skills applications. Such approaches benefit *all* children, but are especially beneficial to almost any student with special needs. Most goals written into Individualized Educational or 504 plans can be met in the general classroom.

Below is a summary of our approach to several of the "special populations" of children that will contribute to the diversity in our classrooms in some way: English Language Learners, High-Achieving students, Low-Achieving students, Socioeconomically Disadvantaged students, and Special Education students. And, although we will address different groups of children below, we will be prepared to deal with the true complexity of each child where, say, he/she has high-achievement in certain subjects and low-achievement in others. So, while categories are convenient for discussion, in practice we will be concerned with all of the academic and social-emotional skills that each of our students possesses.

### **General Approach to Assessment Data**

Multiple measures and forms of assessment will be used to help guide each child's individual instruction and assessment, by the teacher, school, parent and child. All assessment data will be held in a central school database for monitoring and reporting. Appropriate security measures

will be used to guarantee privacy in accordance with state and federal laws. Students may also be referred to specialized consultants in cases where the needs of the child exceed the expertise of Y-WECS staff. These consultants may include psychologists, specialized educators, etc. At Y-WECS teachers will use ongoing and varied methods of evaluating student progress, adjusting teaching strategies and individualizing instruction as needed. The teacher will intervene if a student is not making adequate progress, collaborating with a Student Study Team if necessary, adjusting instruction appropriately and then reassessing (formally or informally). This approach benefits all students, but especially identified “special” populations.

### **English Language Learners**

Y-WECS will comply with federal and state mandates regarding English Language Learner (ELL) education and re-designation of ELL students. Y-WECS will meet all requirements of federal and state law relative to equal access to the curriculum for ELL students. Most ELL students are expected to have Spanish as their native language. We will implement research-based instructional programs and strategies to meet the specific needs of our ELL students. Our ELL program will address the process for student identification, curriculum, assessments, reporting, and re-designation as well as professional development and teacher qualifications for working with our ELL students.

Y-WECS will be vigilant about timely identification and re-designation of ELL students. This data will also be used to help teachers plan curriculum and instruction that will support and develop each student’s ability to progress through the ELD levels. Upon enrollment into the charter school, the students’ parents will complete a Home Language Survey (HLS) indicating the languages spoken in the home and the first language the child learned to speak. The HLS will be available in the language(s) spoken by the parents. We will then assess the English proficiency of students whose dominant language may not be English within 30 calendar days of enrollment using the English Language Proficiency Assessments for California (ELPAC). We will notify parents of the charter school’s responsibility to conduct ELPAC testing and will inform parents of ELPAC testing results within 30 calendar days following receipt of test results from the test contractor.

Educational programs will be responsive to the specific needs of ELL students and will be in compliance with all state and federal guidelines. Y-WECS will report the number of ELL students attending the school to the District and the state. Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process. The teachers will routinely meet with parents or guardians to discuss their child’s progress toward English language proficiency. Y-WECS will hire appropriately credentialed teachers who have the skills and expertise to accelerate ELLs’ academic and linguistic development. The teachers will utilize specific instructional strategies to develop initial communicative competence in English.

The inclusive multiage environment will give each ELL student an opportunity to learn from and with his or her English-speaking peers, rather than being segregated with others who are also learning the language. Because of the small classroom size, the core academic subjects will be taught in such a manner that a child who does not have a strong grasp of the English language will have various means of understanding the material. Y-WECS will provide the necessary

accommodations and a supportive environment necessary for ELL students to master the English language. The small size of the school and low student to teacher ratio will allow for more focused instruction for ELL students and more opportunities for intensive interventions wherever appropriate. Language ability will be assessed at regular intervals, using informal and formal assessments, and the results will be made available to the teachers. Key features of our instructional program, such as cooperative and group projects, Kagan strategies, peer tutoring and cooperative learning, are recommended strategies for ELL students and have been designed to promote the academic success of all ELL students. These interventions for ELL students might include:

- Presentation of subject matter using multiple modalities to help ELL students access learning in the regular classroom setting
- Students grouped to support language acquisition
- Focus on developing vocabulary and skills needed to be proficient with the current area of study
- Peer-tutoring to give advanced ELL students opportunities to strengthen their English skills by helping less advanced ELL students.

The goals of all programs will be for the students to learn English and meet age-appropriate academic achievement standards. Students will be tested annually, as required by the state, using the ELPAC to determine eligibility for reclassification and to assess progress.

### **High Achieving Students**

The Yosemite-Wawona Elementary Charter School will be sensitive to the educational and developmental needs of High Achieving students and will take a proactive and dynamic approach towards their identification, assessment and continued growth. While curriculum and academics will be emphasized, the social and emotional aspects of the child will be considered as well, with particular attention to the child's need for peer acceptance and, when called for, extra attention to social deficits that are sometimes associated with the gifted child. Because of the size of the student population, opportunities for individualization are easily afforded these students.

Some varied program options for High Achieving students might include: advanced supplemental challenges, special projects, leadership opportunities and online courses in the designated High Achieving areas.

### **Low Achieving Students**

The Yosemite-Wawona Elementary Charter School will be sensitive to the educational and developmental needs of Low Achieving students. While curriculum and academics will be emphasized, the social and emotional aspects of the child will be considered as well, with particular attention to the child's needs for peer acceptance and, when needed, extra attention to social deficits that are sometimes associated with the academically struggling child.

Some varied program options for Low Achieving students might include: instructional modifications in classroom materials, methods of delivery and activities, additional time, tutoring, specific self-paced interventions, and group or individualized interventions.

### **Socio-economically Disadvantaged Students**

We believe that all students can learn and succeed – some just have higher hurdles to jump and need specific interventions to succeed. As a small, community based school, Y-WECS is in an ideal position to help address the underlying challenges that result in poor academic achievement for economically disadvantaged students. Our charter school's multiage situation will support the success of all students by having caring, sustained relationships that allow the teachers to become better acquainted and develop deeper and long-lasting relationships with students. This will give them the ability to help address each child's unique challenges on an individual level.

The charter school will help make families aware of social support services that are available to them and will strive to function as a community center, helping families network and share resources as needed. For economically disadvantaged and at-risk youth, having a community-based school will be instrumental to their success.

### **Special Education**

Yosemite-Wawona Elementary Charter School recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment, and pledges to work in cooperation with the District to ensure that a free and appropriate education is provided to all students with exceptional needs. Y-WECS will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, Yosemite-Wawona Elementary Charter School will comply with AB 602 and all California laws pertaining to special education students.

Initially and by default, Yosemite-Wawona Educational Charter School shall be considered a "school of the District" for Special Education purposes pursuant to *Education Code Section 47641(b)*. However, Y-WECS reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to *Education Code Section 47641(a)* either on its own or with a grouping of charter school LEAs as a consortium. A change in LEA status or SELPA membership shall not constitute a material revision of this charter.

So long as Y-WECS operates as a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to *Education Code Section 47641(b)* and in accordance with *Education Code Section 47646* and *20 U.S.C. 1413*, Y-WECS may seek services from the District for special education students enrolled in Yosemite-Wawona Elementary Charter School. However, Y-WECS reserves the right to contract with service providers outside the District when appropriate. Should a situation arise where a student requires Special Education services, Y-WECS anticipates that a Memorandum of Understanding

("MOU") will be developed between the school and the Bass Lake District, which shall delineate the respective responsibilities of Y-WECS and the District with regard to the funding and delivery of special education and related services.

Per Federal Law, students with disabilities will be integrated into the programs of Y-WECS, with the necessary materials, services, and equipment to support their learning. The school will ensure that any student with a disability attending Y-WECS is properly identified, assessed and provided with necessary services and supports.

Y-WECS will meet all the requirements mandated within a student's Individualized Education Program (IEP). The school will seek to include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEP. However, if the student's needs as documented on the IEP require a program other than inclusion, the school will work with the District and/or SELPA to provide an appropriate placement and services.

Y-WECS will work with the District to make time and facilities available to meet the needs of the student's IEP. Y-WECS will actively participate in all aspects of the IEP to enable the student to be successful. The school will make available student's work products for analysis and evaluation of progress and will participate in the IEP reviews conducted by the District.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to Y-WECS, which will then forward such written notice to District within two school days. The school will encourage open communication between the parents and the District for any items related to the special education services. Students at Y-WECS who have IEPs will continue to attend the school, unless the IEP recommends otherwise and states why.

In order to comply with Child Find requirements as specified by law, Y-WECS will establish a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success at the school. This process will entail search and serve, a Student Study Team, referral, assessment and IEP review.

### **Search and Serve**

No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and Principal, Y-WECS will work to identify any students who do not currently have an IEP but may be in need of a pre-referral intervention plan. Principal and faculty will then convene the Student Study Team for that student. Students possibly in need of special education can be screened from already available data (school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program.

For students who are identified as needing interventions, a Student Study Team composed of (at minimum) the student (if appropriate), the student's parent or guardian and a Y-WECS staff member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend the student for a formal special education assessment. Y-WECS may also choose to refer a student for services through the



provisions of a Section 504 Plan, if appropriate. Parents will be informed that special education and related services are provided at no cost to them.

### **Interim and Initial Placements of New Charter School Students**

If a student enrolls at Yosemite-Wawona Elementary Charter School with an existing IEP, Y-WECS will inform the District within 5 days. An IEP meeting will be convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such a meeting and pending agreement on a new IEP, Yosemite-Wawona Elementary Charter School will work with the District or SELPA to implement the existing IEP at Yosemite-Wawona Elementary Charter School or as otherwise agreed by the parent/guardian.

### **Referral for Assessment**

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. Y-WECS's internal method for referral for assessment will be the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by Y-WECS within 15 days. Y-WECS will notify the District of the assessment request within 5 days of receipt. Parents will be informed that special education and related services are provided at no cost to them. If Y-WECS, in collaboration with the District, concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an Individualized Education Program (IEP) meeting will be held within 60 days of receipt of the parent's written consent for assessment.

### **Assessment**

The Principal will be responsible for gathering all pertinent information and sharing such information with the District. Information gathered will be used as tools to determine the student's disability, eligibility for services, and the nature and extent of required services. Assessment procedures will be conducted in the student's primary language. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not be limited to: individual testing, teacher observations, interviews, formal and informal assessments, review of school records, reports, and work samples, and parent input.

Y-WECS will conform with the following assessment guidelines:

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment.
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment.
- The student must be evaluated in all areas related to his or her suspected disability.

- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments.
- Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist.
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory.
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed.
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable.
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills.
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. Y-WECS, in coordination with the District will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

### **Development and Implementation of IEP**

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services.

Yosemite-Wawona Elementary Charter School, in collaboration with the District, will ensure that all aspects of the IEP and school site implementation are maintained. Y-WECS will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEPs will be served in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team may include all of the following members: the parent or guardian, the student, (if appropriate), a Y-WECS staff member who is familiar with the curriculum appropriate to that student (if the student is, or may be, participating in the general education environment) at least one special education teacher, a District special education representative,

the individual who conducted the assessment (if the child was recently assessed) or who is qualified to interpret the assessment results.

Others familiar with the student may be invited as needed. Y-WECS views the parent or guardian as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his or her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent. Upon the parent or guardian's written consent, the IEP will be implemented by Y-WECS, in cooperation with the District in which Y-WECS is a member.

Upon the parent or guardian's written consent, the IEP will be implemented by Y-WECS. The IEP will include all required components and be written on SELPA forms. The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance
- The rationale for placement decisions
- The services the student will receive and the means for delivering those services
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered
- Measurable annual goals and short-term objectives focusing on the student's current level of performance
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and District assessments

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes
- Every three years to review the results of a mandatory comprehensive re-evaluation of the student's progress
- After the student has received a formal assessment or reassessment

- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request)
- When an Individual Transition Plan is (ITP) required at the appropriate age
- When Y-WECS seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his or her disability

### **IEP Review**

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

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, Y-WECS will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Unless otherwise specified on the student's IEP, parents will be informed of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals with the same frequency as progress is reported to all students and parents. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

### **Staffing**

Y-WECS is committed to assuring all IEPs are properly implemented and all students requiring services are adequately taken care of. All teaching staff at Y-WECS will be involved in assuring that all IEPs and 504 plans are properly implemented

### **Reporting**

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Y-WECS Principal. The administrative staff will ensure that a central file with all special education evaluation material and IEPs is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The administrative staff will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

### **Procedural Safeguards**

Parents or guardians of students with IEPs at Y-WECS must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement, is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. Y-WECS will utilize the Notice of Procedural Safeguards used by the District or SELPA in which it is a member.

### **Dispute Resolution**

In the event that a parent/guardian files a request for a due process hearing or request for mediation, the District and Y-WECS shall work together to defend the case. In the event that the District determines that legal representation is needed, the Yosemite-Wawona Elementary Charter School agrees that it shall be jointly represented by legal counsel of the District's choosing.

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in Y-WECS if the District determines such action is legally necessary or advisable. Y-WECS agrees to cooperate fully with the District in such a proceeding.

So long as Y-WECS operates as a school of the District for purposes of special education, Y-WECS understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights. Y-WECS will be financially responsible for costs associated with any negotiated settlement.

### **Complaint Procedures**

Parents or guardians also have the right to file a complaint with the District and/or California State Department of Education if they believe that the school or SELPA has violated federal or state laws or regulations governing special education.

### **Special Education Strategies for Instruction and Services**

Yosemite-Wawona Elementary Charter School will comply with the federal mandate of the "least restrictive environment", meaning that the school will make every attempt to educate special education students along with their non-disabled peers. Y-WECS will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive

inclusion program that includes specialized individual tutoring. Each student's IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

#### **Professional Development for Yosemite-Wawona Elementary Charter School Staff**

The Y-WECS teaching staff, as well as other staff members may attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the District or SELPA.

So long as Yosemite-Wawona Elementary Charter School operates as a "school of the District" for special education purposes, the District agrees to allow Y-WECS staff access to all Special Education related professional development opportunities that are available to District employees. Y-WECS also may seek professional development opportunities for its staff through trainings facilitated by other appropriate entities.

#### **Section 504 of the Rehabilitation Act**

Yosemite-Wawona Elementary Charter School shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.

Y-WECS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Yosemite-Wawona Elementary Charter School. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

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

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of

educational need, and not merely those which are designed to provide a single general intelligence quotient.

- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he or she reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

### **Balanced Curriculum:**

The Yosemite-Wawona Elementary Charter School will have a balanced curriculum with students having access to all areas of the curriculum, as well as the fine arts and technology. It is a place where all students at different grade levels will help each other and learn together, and where older students will learn leadership skills as they teach lessons to the younger children and become role models for them. Each day will be an opportunity for creative discovery. The adults in the school will constantly look for innovative ways to make each child's learning experience the best it can be.

### **Academic Program**

The foundation of the Y-WECS's academic program is set in a multi-age classroom environment. The program is a hands-on, project-based curriculum, where students learn cooperatively and collaboratively. The program includes integrated content across subject areas, which is academically challenging and aligned with the California content standards. The academic program includes:

- Experiences and real-life learning opportunities
- A project-based learning environment where the activities:
  - Have real world relevance
  - Take days and weeks, instead of minutes and hours
  - Provide the students with opportunities to examine the tasks from different perspectives, using a variety of resources
  - Encourage interdisciplinary perspectives
  - Create authentic products that are authentically assessed
  - Have multiple possible outcomes, rather than a single correct response
- Positive Discipline with natural and logical consequences, and regularly scheduled class meetings
- Daily access to computers and other technology equipment for all grades
- Multiple Intelligences are recognized and honored
- Character development and life skills that create responsible citizens
- Environmental and natural science curriculum in collaboration with
  - National Park Service Education Department
  - NatureBridge (formerly Yosemite Institute)
- Community/ Parent Volunteer Program
- Adequate staffing for a TK-6 multi-age school

### **Language Arts:**

**Primary-age students** participate in a balanced literacy program that includes the following:

- Phonics and phonemic awareness
- Guided reading
- Individualized reading
- Silent sustained reading
- Stories read to the children
- Shared book experience
- Language experience
- Process writing
- Writing in the content areas
- Listening and speaking strategies
- Grade level grammar, punctuation, capitalization skills

All of the above skills help develop the necessary foundation for primary grade students to become fluent readers, writers, speakers and listeners.

**Intermediate-age students** participate in integrated language arts projects, such as:

- Author studies
- Information projects
- Research projects
- Theme-related Projects



To strengthen skills in reading, writing, speaking and listening, intermediate students also participate in language arts activities that include, but are not limited to:

- Writing: journals, reading logs, research papers, computer generated pieces, creative writing, narratives, poetry, business and personal letters, responses to literature, persuasive compositions, summaries
- Rubrics, the writing process, reading out loud, reading a story to someone else
- Grade level grammar, punctuation, capitalization skills-learned within context whenever possible
- Oral presentations, group discussions, teaching lessons to younger students

### **Math:**

Students in all grade levels participate in a balanced math program, which includes a focus on the 8 Mathematical Practices highlighted in the Common Core State Standards (CCSS). It is important that the charter work to develop mathematical thinking skills in its students and to develop mathematical thinkers. These Mathematical Practices become a part of daily instruction in mathematics and include:

- Make sense of problems and persevere in solving them.  
Understand the problem, find a way to attack it, and work until it is done.
- Reason abstractly and quantitatively.  
If students have a problem, they should be able to break it apart and show it symbolically, with pictures, or in any way other than the standard algorithm.
- Construct viable arguments and critique the reasoning of others.  
Be able to talk about math, using mathematical language, to support or oppose the work of others.
- Model with mathematics.  
Use math to solve real-world problems.
- Use appropriate tools strategically.  
Students can select the appropriate math tool to use and use it correctly to solve problems.
- Attend to Precision.  
Students speak and solve mathematics with exactness and meticulousness.
- Look for and express regularity in repeated reasoning.  
Find patterns and repeated reasoning that can help solve more complex problems.

### **Science:**

Students participate in a balanced appropriate science program that includes a focus on the Next Generation Science Standards. Science instruction includes, but is not limited to, hands-on activities, research, field exploration and presentations from experts when available.

Students are also given opportunities to demonstrate the ability to use the scientific method to investigate a scientific question. They critically evaluate data based upon sound scientific processes and knowledge.

The benefits of the school's location in a National Park are utilized by participating in projects and activities within the national park.

Students also participate in environmental and natural science curriculum activities in collaboration with:

- **National Park Service** – rangers work with students on science projects related to the plants, animals and geology of Yosemite National Park, as well as protection of natural resources
- **NatureBridge (formerly Yosemite Institute)** – each month 4-6 grade students from the Yosemite-Wawona Elementary Charter School and the other two elementary schools within the national park participate in monthly field trips to different areas in Yosemite studying the plants and animals, geology and the natural history of the park.

### **History/Social Science:**

The goals for the history/social science program include:

- Students will demonstrate the ability to understand how individual ideas, values and actions have consequences on them and around them in both their small communities and in the larger world. In doing so, they will develop a sense of historical process.
- Students will demonstrate the ability to understand how physical geography impacts culture, especially in the development of civilizations and communities.
- Students will be able to comprehend and analyze diverse social studies resources, including traditional textbooks, non-fiction, newspapers and periodicals, audio and video recordings and interviews.

The students in grades TK-6 study yearly themes in their individual grade levels, as well whole class units. Students study what is happening locally, nationally and worldwide both in the past and in the present. Students construct time lines for the different eras and the various world cultures are compared.

### **Physical Education:**

Students participate in a balanced P.E. program, which includes individual strengthening skills and group activities. Good sportsmanship is emphasized.

The Wawona School has an outdoor basketball court and field area for physical education and after-school activities. The multi-purpose room is used for physical education activities in inclement weather. Opportunities for hiking and excursions into nature abound. In addition, the school partners with the Yosemite Ski and Snowboarding Area (YSSA) to provide a ski program for the students in the winter months.

## **C. MEASURABLE STUDENT OUTCOMES**

In this section we identify measurable outcomes, which will demonstrate the extent to which our students have attained the skills, knowledge, and attitudes specified as goals in our educational philosophy. We will use these measurable outcomes to systematically review student progress and to identify how to improve the educational program. The measureable outcomes described align with the outcomes listed in the Local Control Accountability Plan.

### **ACADEMIC GOALS AS MEASURED BY CAASPP**

CAASPP scores for students enrolled at YWECS have been promising. In California, the total of students scoring Met/Exceeds for the 2017 test was 48% in ELA and 37% in Math. The Charter far exceeded State averages in both if these areas (70% in ELA and 60% in Math). Recently received scores from the 2018 test demonstrate that students at the Charter did not fare as well as in 2017. ELA scores in the Met/Exceeds categories were at 44% and the Met/Exceeds scores for Math were at 33%. Statewide, percentages in the Meet/Exceeds categories for 2018 in ELA were at 48% and in Math 48%. It is important to remember that a small student sample can display wildly fluctuating scores from year to year. Even one student doing better (or worse) can have a huge impact on the Charter's overall scores.

For the 2017 testing year YWECS was named an Honor Roll School by the Educational Results Partnership for the 2017-2018. The 2017-2018 Honor Roll recognizes public elementary, middle, and high schools that demonstrate high levels of student academic achievement, improvement in achievement over time, and reduction in achievement gaps

### **CAASPP Scores Review**

<b>ELA</b>	<b>2015 (4)</b>	<b>2016 (3)</b>	<b>2017 (10)</b>	<b>2018 (9)</b>
Not Met Standard	50%	-	10%	22%
Nearly Met Standard	-	-	20%	33%
Met Standard	25%	33%	30%	22%
Exceeded Standard	25%	66%	40%	22%

<b>MATH</b>	<b>2015 (4)</b>	<b>2016 (3)</b>	<b>2017 (10)</b>	<b>2018 (9)</b>
Not Met Standard	50%	-	20%	33%
Nearly Met Standard	-	33%	20%	33%
Met Standard	25%	33%	40%	11%
Exceeded Standard	25%	33%	20%	22%

In addition to these high level goals, our teachers are working to establish additional, specific “benchmark” skills and classroom-level skills and goals in order to monitor student progress and refine methods of instruction, as needed. Attainment of classroom and high-level goals will prepare all students for high school .

### **Y-WECS LCAP Goals**

Y-WECS has successfully completed its Local Control Accountability Plan (LCAP) for the 2018-19 school year. As the school will be non-operational for the 2018-19 school year, the goals, actions and services contained in the LCAP will be continued to the 2019-20 year. Y-WECS LCAP goals are:

**Goal 1: All students will participate in high quality instruction and learning opportunities that will prepare them for success in high school, college and the workplace. (*High Quality Instruction*)**

- Provide professional development for staff to deliver CCSS and create a 21<sup>st</sup> century classroom
- Focus on the professional development of teachers and support staff
- Provide opportunities for teacher collaboration
- Provide opportunities for professional development in utilizing technology
- Provide support to staff for effective and coherent program implementation
- Provide regular coaching and feedback to instructional staff
- Provide an engaging and comprehensive project-based curriculum that is aligned with the most current state and/or national curriculum standards.
- Continue to purchase new standards aligned core curriculum materials
- Develop a curriculum map that outlines the key concepts and skills to be focused on at each grade level
- Formally assess student progress regularly throughout the school year
- Instruction in computer science, technology and digital citizenship for all students
- Continue Field Studies activities to enrich students' educational experience

**Goal 2: All students will receive instruction from highly qualified professionals in a clean, caring and secure environment. (*Clean, Caring and Secure Environment*)**

- Hire and retain qualified teachers and staff

- Basic Student Needs

- Perform regular safety and maintenance inspections.
  - Continue to provide a clean, safe and healthy school campus.
  - YWECS will support a student transportation program
  - Update the School Safety Plan and practice disaster preparedness drills

- Positive School Climate

- Maintain positive reward programs for good attendance and academic achievement
  - Administer student surveys on school climate and connectedness
  - Continue extra and co-curricular activities and electives

- Student Attendance

- Monitor and publically report quarterly attendance procedures and chronic absence rates
  - Make phone calls to parents notifying them of a student's absence.

**Goal 3: All students will have access to quality intervention programs and enrichment activities with an emphasis on individualizing academic challenges for all. (*Individualizing Academic Challenges for All*)**

- Develop and implement strategies and support for students who are struggling

Implement software programs that challenge students at their individual level and allow them to progress at their own pace.

**Goal 4: All stakeholders will be engaged in the learning process by promoting opportunities that strengthen the skills, competencies and abilities of students, parents, staff and community. (*Engaged Stakeholders*)**

Home-school communication

Survey parents annually on conditions for learning, school climate, school safety and student supports in the Charter

Continue to update the school's website and Facebook page to keep them current

Publish a Charter Accomplishments newsletter annually in the spring

Formal progress reports (report cards) will be sent home quarterly

Parent Conferences will be scheduled twice per year

## **Measureable Goals as Outlined in the LCAP**

### **Goal 1 (*High Quality Instruction*) Measureable Goals**

100% of school staff will participate in professional development opportunities.

Students will improve by an average of 7 points in the ELA portion of the CAASPP and 5 points on the Math portion of the CAASPP.

80% of students will participate in strategies for using technology to improve academic achievement.

### **Goal 2 (*Clean, Caring and Secure Environment*) Measureable Goals**

100% of teachers will be appropriately assigned

An actual attendance rate of 96.5% will be maintained.

Maintain very low suspension rates for students.

The Facilities Inspection Tool (FIT) will be in the Good to Exemplary range.

The school will maintain 90% favorable results in parent and student surveys.

### **Goal 3 (*Individualizing Academic Challenges for All*) Measureable Goals**

100% of students will have access to quality intervention programs.

100% of students will have access to enrichment activities.

100% of students will use the Let's Go Learn assessment and practice programs for Language Arts.

100% of students will use the Let's Go Learn assessment and practice programs for Math.

### **Goal 4 (*Engaged Stakeholders*) Measureable Goals**

There will be a 90% parent-survey participation rate annually.

On the parent survey 100% of parents will respond agree or strongly agree with the statement that parents are viewed as partners with the school.

On the parent survey 100% of parents will respond agree or strongly agree that the staff cares about their children.

On the parent survey 100% of parents will agree or strongly agree that they feel their children are safe at school.

90% of the parents will participate in various school activities, work day projects, and/or fundraising events.

## **Strategies in Place to Achieve Stated Goals**

### **Goal 1 Strategies (*High Quality Instruction*)**

Provide professional development for staff to deliver CCSS and create 21st century classrooms

- Provide opportunities for collaboration with teachers from other districts to enhance the collective capacity of the charter school teaching staff

- Provide opportunities for professional development in utilizing technology

- Professional development for project-based learning and different learning styles

- Provide instructional coaching and feedback for teachers that will improve their teaching techniques

- Work on developing a comprehensive curriculum in each of the 4 major core subjects

- Develop a curriculum map that can be used by staff to assist them in guiding instruction in a multi-grade teaching situation

Provide an engaging, project-based curriculum that is aligned with the most current state and/or national curriculum standards promoting educational excellence.

- Continue to purchase new CCSS materials to support program

- Continue to fund and implement the Field Studies Program emphasizing activities designed to explore fulfilling and enjoyable professions

- Field trip opportunities to provide diverse experiences outside of our rural, homogeneous community

- Frequent physical activities emphasizing local outdoor adventures related to Yosemite National Park

- All students will be able to use technology effectively to access and communicate information. Technology infrastructure at the site will be upgraded and Digital Citizenship will be taught.

- Every child will participate in a well-rounded education in the arts

- A formal program for student assessments throughout the school year will be developed.

### **Goal 2 Strategies (*Clean, Caring and Secure Environment*)**

Hire and retain highly qualified staff that will provide a warm, supportive, safe, and loving atmosphere for students.

Support healthy living practices by providing a well rounded physical education program and cooking classes to promote healthy eating habits

- Conduct student led meetings focusing on character development and problem-solving strategies

- Perform regular safety and maintenance inspections at site

- Continue to provide a clean, safe and healthy school campus

- Update the School Safety Plan and practice disaster preparedness drills

- Continue student transportation services

- Survey students in grades 3 - 8 annually on the conditions for learning at the Charter.

All staff will work to establish a Positive School Climate-

- Maintain positive reward programs for good attendance and academic achievement
- Administer student and staff surveys on school climate and connectedness

Student Attendance will be maximized-

- Monitor and report to the Board of Directors quarterly attendance and chronic absence rates.
- Make contact with parents to confirm and/or notify them of a student's absence

### **Goal 3 Strategies (*Individualizing Academic Challenges for All*)**

Provide staff development to provide support for students who are struggling academically.

- Student portfolios will be used to evaluate student learning, progress and year-to-year achievement.

- A program for regular schoolwide assessment will be developed for all students.

Provide academic interventions for students not performing at grade level including students with disabilities

- Appropriate student accommodations and modifications
- 504/IEP Process

Provide a broad range of enrichment curriculum options to challenge individual student development and mastery of skills.

Implement software programs that challenge students at their individual level and allow them to progress at their own pace.

### **Goal 4 Strategies (*Engaged Stakeholders*)**

School-to-Parent communication will be strengthened-

- Survey parents annually on conditions for learning, school climate, school safety and student supports provided by school

- Emphasize home-school communication in a variety of formats and delivery models, including promoting the participation of parents of unduplicated pupils

- Maintain school website and Facebook page
- Communicate road conditions to parents during inclement weather
- Schedule conferences at least twice per year to better communicate student progress
- Send student report cards home quarterly to increase communication with parents
- Prepare a newsletter highlighting Charter accomplishments for the year to be published in the spring.

Parent and Community Involvement-

- Parents will be encouraged to volunteer in various capacities for a minimum of 40 hours a year

- Continue to promote school's open-door philosophy to encourage family input in planning, teaching and the organization of the school program

- Continue to promote attendance at meetings and school functions and participation in committees and fundraising events

## **D. METHODS OF MEASURING STUDENT OUTCOMES**

Methods and assessment tools by which student progress will be assessed will include, but are not limited to the following:

- Standardized State Assessments (CAASPP, ELPAC)

- Student Portfolios
- Student Project Presentations
- Demonstration and Performance Tasks
- Publisher Tests and assessments
- Report cards/progress reports
- Samples of student work
- Teacher observation - formal and informal assessments

### **Plans for Collecting, Analyzing and Reporting Student Progress**

The charter conducts an annual Comprehensive Needs Assessment that involves collecting a variety of data that illustrates the progress the school has made with its students and the programs that it offers. This Comprehensive Needs Assessment includes student academic assessment data, student demographic data, student attendance data and student, parent and staff survey results, and feedback about the charter collected at scheduled community meetings. The data is analyzed and then presented publically at a regularly scheduled meeting of the Board of Directors. The results of the Comprehensive Needs Assessment are also posted on the school's website.

The charter also completes an annual School Accountability Report Card (SARC) that informs the parents and community members about the school. This is also posted on the school's website.

Y-WECS completes a required LCAP each year. This document gives constituents an assessment of activities that have been conducted during the last school year and scheduled improvements or changes to the school program for the upcoming years. The LCAP is presented to the public at a public hearing soliciting comment on the plan, and then presented again to the Board of Directors for formal adoption in June. The LCAP is then submitted to the charter authorizer - Bass Lake Joint Union Elementary School District

### **E. GOVERNANCE STRUCTURE**

The Yosemite-Wawona Elementary Charter School will be governed by the Yosemite-Wawona Elementary Charter School Board of Directors. The school will be governed pursuant to the bylaws adopted by Y-WECS Board of Directors, and subsequently amended pursuant to the amendment process specified in the bylaws.

The Board of Director's major roles and responsibilities will include establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget and overseeing the school's fiscal affairs, and selecting and evaluating the administrative staff. The school's Board of Directors will include parents and community members. This helps ensure parental involvement in the governance structure of the charter school. Y-WECS Bylaws will also permit one representative of the governing board of the Bass Lake Joint Union Elementary School District to participate on the school's governing board in a non-voting capacity. Though until now, that option has not occurred, the invitation will remain in place throughout the life of the charter. All meetings of the Board of Y-WECS shall be held in compliance with the Brown Act and the Public Records Act.

The Board of Directors will evaluate the Y-WECS program annually. They will look at all



aspects of the school program, its effectiveness, and its compliance with the charter. The Board of Directors will be responsible for recommending changes to the program and for recommending amendments to the charter. All recommended amendments to the charter will require a majority vote of the Board of Directors. All material amendments to the charter must ultimately be approved by the BLJUESD Board of Trustees. To aid in its ability to govern the charter efficiently and effectively, the Board of Directors has developed and adopted a Board Governance Handbook that outlines the roles and expectations for the Board. They have agreed to revisit and re-adopt the Handbook on an annual basis to ensure that they are fulfilling their commitment to effective governance.

The Board of Directors will be composed of representatives of the following constituencies:

- a. Parents of the Y-WECS students
- d. Community members

Currently, the Board of Directors is made up of 6 individuals. The individuals currently serving as Board of Director's Members are:

Edward Mee, President (*community member*)  
Elise Bevington - Clerk/Secretary (*parent*)  
Chad Andrews – Member (*community member*)  
Amber Campion – Member (*parent*)  
Greg Royce – Member (*community member*)  
Ashley Standin – Member (*parent*)

Board of Directors members serve terms of two years. Thereafter, any Director shall be nominated and selected for a term of two years by a simply majority vote of the standing Board of Directors. As far as possible, the two year terms are staggered so that one half of the members shall assume office every 2 years.

Each Board of Director member shall be a person who has demonstrated commitment to the education of the students in the Y-WECS and who understands the importance of the school to the community it serves.

Any person qualified to be a Board of Director member may be nominated by a current Board of Director member. Nominations for the board of Directors shall be presented to the Board by any Director at any meeting of the Board of Directors. Any Director may resign effective on giving notice to the Chairman of the Board of Directors.

A Director may be removed from the Board on the occurrence of any of the following events: the Director has been declared of unsound mind by a final order of the court; or the Director has been convicted of a felony; or the Director shall have been found by a vote of a majority of the Board of Directors to have engaged in conduct which in its opinion disturbs the order, dignity, business, or harmony, impugns the good name of the mission of the foundation and Y-WECS, or which is likely in its opinion to endanger the welfare, interests or character of the foundation or Y-WECS, or for any conduct in violation of the Bylaws, or of the rules and regulations of the Foundation/Y-WECS. Such action of the Board of Directors may be taken at any Board meeting upon the initiative of any Director. The decision of the Board of Directors in such matters shall be final and conclusive.

The Board of Directors elects a president. The president provides leadership on behalf of the

Board and the community. The president presides at all Board meetings, assists in the development of the agenda, calls for meetings of the Board as he/she deems necessary and signs all instruments, acts and orders necessary to carry out state requirements and the will of the Board. If the president is absent, the Secretary/Clerk shall fulfill this role.

The Board of Directors also elects a Secretary/Clerk. The Secretary/Clerk is responsible for maintaining an accurate and complete record of all Board proceedings, maintaining records and reports as required by law and as directed by the Board and signs and executes official papers and forms. The Secretary/Clerk also assumes the role of the President in the event of their absence.

The Board of Directors may establish committees when it determines that they are necessary. One such committee is the Budget Committee. All committees established by the Board serve in an advisory capacity.

As new members serve on the Board of Directors they will be provided orientation that will enable them to understand the roles and responsibilities of a Board member. The Board Member Handbook will be reviewed annually by the entire Board so that all Board of Directors members can be reminded of functions, roles, responsibilities, procedures, protocols and agreed upon standards of conduct. Additional trainings will be scheduled throughout the year as the need arises. Board of Directors members are also encouraged to participate in trainings that will increase their ability to function in this vital role.

The Board of Directors will conduct a self-evaluation annually in order to demonstrate accountability to the community and to ensure that their actions effectively support student achievement and the attainment of the charter's mission, vision, aims and goals.

As the Y-WECS is a public entity and its officials are considered to be public officials with the state's public school system, the Y-WECS Board of Directors has established and adopted a Conflict of Interest Policy which will insure that school staff will make every effort to avoid conflicts of interest in all of its actions. Given that the unique character and purpose of charter schools often results in employees serving on governing boards, the charter school will not be expected to maintain an absolute ban on contracts between the charter school and any governing board members, which would preclude such service by employees. Rather, the Y-WECS agrees that, at a minimum, it shall comply with the conflict of interest laws governing California non-profit public benefit corporations.

### **Parent Involvement**

The Yosemite-Wawona Elementary Charter School has an open-door philosophy to encourage family input in planning, teaching and organizing the school program. Furthermore, as part of their agreement with the school, parents (or the assigned responsible adult) will:

- Demonstrate involvement by participating in school committees, and attending parent education nights throughout the school year.
- Maintain contact with the child's teacher on a regular basis.

- Facilitate the child's learning at home by making time for school work and projects, reading with and to the child, and involving the family in extra-curricular enrichment activities such as, visiting museums, cultural exhibitions, the library, etc.
  - Encourage parents to volunteer in various capacities for a minimum of 40 hours a year, as needed, in a variety of areas, such as:
  -
- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• school librarian</li> <li>• fund-raising events</li> <li>• teach a special project to a group</li> <li>• coordinate volunteers</li> <li>• technology repairs</li> </ul> | <ul style="list-style-type: none"> <li>• classroom volunteer</li> <li>• field trip/activity chaperone</li> <li>• help with office work</li> <li>• participate in school activities</li> </ul> |
|--|---|

The Yosemite-Wawona Elementary School is committed to partnership with all parents and students in providing quality education. By requesting that all parents and students participate by accepting the conditions listed in the Y-WECS Parent/Student Agreement, the school seeks to empower the parents to be actively engaged in the process of educating their children and thus improve academic performance.

## **F. EMPLOYEE QUALIFICATIONS**

All individuals employed by Y-WECS should be models of those characteristics we wish to nurture in our students. They **will** display a continuing passion for learning and strive for excellence in their chosen field. They will be intelligent, flexible, open to the process of personal growth, and skilled in communication. Their accomplishments and competence may be demonstrated by experience working with children under the guidance of recognized experts, or by reputation, and high regard in the community. In addition, all charter teachers will possess a valid California Teaching Credential or be able to procure a temporary credential waiver from the Madera County Office of Education while they complete their credential work.

In addition to holding a valid California teaching credential, all Y-WECS teachers must have the knowledge base and experience identified on the teacher job description.

Y-WECS may also employ or retain non-certificated instructional support staff in any course where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of an appropriately credentialed teacher. All non-instructional staff will possess experience and expertise appropriate for their position within the school.

Specialty instructors may be used to teach classes on a limited basis. These persons need not be credentialed teachers, they may be volunteers, or they may be paid as independent contractors on an hourly rate or flat fee basis. These specialty instructors will not replace any regular Y-WECS teacher positions or assignments and will accrue no teacher rights.

All personnel to be hired for Yosemite-Wawona Elementary Charter School must be approved by the Y-WECS Board of Directors. Employees of the Charter shall gain no rights or seniority with the BLJUESD and shall be deemed employees of the Charter School. As such, the

BLJUESD will have no authority over personnel selection, evaluation or terminations. Such selection shall be at the discretion of the Y-WECS Board of Directors. Terms of employment shall be defined by the Y-WECS Board of Directors in agreements with the teachers.

## **G. HEALTH AND SAFETY PROCEDURES**

The Yosemite-Wawona Elementary Charter School will comply with Education Code 44237 by having each employee complete a Department of Justice and FBI criminal background, which includes finger-printing and a criminal record summary, prior to working in the Charter School to insure the safety of all employees and students. Credentialed employees will be trained in first aid and CPR. All required health and immunizations standards and records will be maintained for all students and employees.

The charter school has developed and adopted a Comprehensive School Safety Plan. The plan contains all of the state required elements and adopted policies that make up a Comprehensive School Safety Plan, including mandated child abuse reporting procedures, natural disaster and emergency procedures, health screening and administration of medicine procedures, staff training on emergency and first aid, non-tolerance for the use of drugs and/or tobacco as well as a detailed list of health and safety related practices. This plan is updated annually to ensure that it is compliant and takes into account any changes in safety policies or physical conditions at the school that may have occurred.

## **G. RACIAL AND ETHNIC BALANCE**

The Wawona Elementary School maintains a racial and ethnic balance among its students and staff that reflects the general population of the school district and the surrounding mountain area through an open enrollment policy. This policy will continue under the charter.

## **H. ADMISSION REQUIREMENTS**

Yosemite-Wawona Elementary Charter School will be nonsectarian in its programs, admission policies, employment practices and all other operations. Y-WECS will not discriminate against any pupil on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

The Yosemite-Wawona Elementary Charter School will consider admission for TK-6<sup>th</sup> grade students without regard to ethnicity, national origin, gender, or disability. Kindergarten students may be enrolled in Kindergarten if they are at least five years old by September 1<sup>st</sup> of the current school year or as in the case of Transitional Kindergarten (TK) students, allowed by state education code. Admission is determined according to the place of residence of the students or parents. Preference will be given to students who are from the southern district of Yosemite National Park, Mariposa County, and from Eastern Madera County mountain areas. Children of NPS employees who are required by the NPS to live in the Park are always allowed to attend.

Prior to being admitted into any program, the Y-WECS, students and parents will be required to:

- Understand the Charter School's philosophy
- Sign and agree to the Charter School Attendance Policy in the Charter School

Parent/Student Handbook.

- Agree to abide by the guidelines set forth in the Charter School Parent/Student Handbook.

Within the first year of being admitted to the Yosemite-Wawona Elementary Charter School, students and parents will be required to:

- Maintain the academic proficiency standards set for each grade level to remain in the Y-WECS.
- Demonstrate adherence to the Charter School Agreement to remain at Y-WECS.
- Participate and be involved in the educational program to remain in the Y-WECS.

Y-WECS is a free, publically funded TK-6<sup>th</sup> grade elementary school. Y-WECS does not discriminate on the basis of disability, gender, vgender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation or any other characteristic that is contained the the California Education Code Sectuion 220.

Registration froms are available on our wenbsite: [www.yosemitewawonacharter.org](http://www.yosemitewawonacharter.org), or a parent may pick them up at the school office: 7925 Chilnualna Falls Road in Yosemite National Park (Wawona). Intent to enroll in the school requires a registration form to be completed and returned to the school office.

Entrollment applications will be accepted during a publically-posted application period each year for enrollment for the following school year. At the close of the open enrollment period, applications shall be counted to determine if the number of applications received exceeds the seats available.

#### Enrollment Selection Criteria Process

Enrollment will be granted in the following order of preference:

1. Existing students of Y-WECS are guaranteed enrollment in the following school year and are exempt from the lottery, as long as an enrollment form is completed and submitted during the open enrollment period.
2. Children of NPS employees or NPS Concessionaire who are in required occupancy housing in Wawona are guaranteed enrollment in the school. These students will be offered admission regardless of any enrollment cap.
3. Children of full time residents of Wawona and Fish Camp and children of Y-WECS employees are guaranteed enrollment in the school. These students will be offered enrollment in the school regardless of any enrollment cap.
4. Siblings of enrolled students will also be offered admission if space is available (taken in the order that enrollment applications were received along with other exempt applications).

#### Weighted Lottery:

After qualifying exempt students have been placed, if space remains, a weighted lottery system will be used for the remaining non-exempt students. Enrollment preferences will be weighted as follows:

- Students whose parent(s)/guardian(s) work for Yosemite National Park or a Yosemite National Park Concessionaire, but are not in required occupancy housing (weighing 4:1).
- Students whose parent(s)/guardian(s) work for Yosemite National Park or a Yosemite National Park Concessionaire who live in either Madera County or Mariposa County school districts (weighting 2:1).
- All other applicants (weighting 1:1).

At the conclusion of the weighted drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waiting list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. All others who complete the application process after the open enrollment process will be added to the wait list in the order registration forms are received.

Proof of residency will be required for enrollment.

#### Waiting List:

Parents will be contacted as soon as space becomes available. They will have 48 hours to confirm their child(ren)'s spot at Y-WECS. If no response is received within 48 hours, their child will be placed at the end of the waiting list and then next potential student will be notified. The contact information on the registration sheet will be used to make any contact with the parents of children on the wait list if a space becomes available. Waiting lists are for the current school year only. They do not carry over from year to year. Applicants will be required to reapply during the open enrollment for the following school year. Open enrollment will be January 1 through the third Thursday in March of any given year, unless amended and published publically.

## **J. INDEPENDENT FINANCIAL AUDITS**

### **Annual Audit and Programming Operation**

The Board of Directors of the Yosemite-Wawona Elementary Charter School will arrange for an annual independent financial audit. The audit will be prepared by a qualified Certified Public Accountant and will be conducted in accordance with generally accepted accounting principles applicable to the school. Currently, the audit firm working with the charter is Borchardt, Corona Faeth and Zakarian Certified Public Accounting Firm. The Y-WECS Board of Directors shall maintain authority to determine which accounting firm is most suited to serve its needs. The audit will verify the accuracy of the school's financial statements, attendance and enrollment, accounting practices, and review the school's internal controls. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed within six months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the President of the Y-WECS Board of Directors who, in turn, will provide that report to the Chief Financial Officer of the Bass Lake Joint Union Elementary School District (BLJUESD). The Y-WECS Board will review any audit exceptions or deficiencies and report them publically. The Y-WECS Board will report to BLJUESD regarding how the exceptions and deficiencies have been or will be resolved. Any disputes

regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Dispute Resolution.

### **Annual Performance Audit**

The Bass Lake School District Superintendent, or a district designee, may visit the site annually and review the charter school program. The superintendent/designee will include the following in his/her audit:

- Observe the instructional program
- Review each component of the Initial and/or Renewal of the Charter Petition for compliance
- Analyze whether the goals are being met
- Review all state and federal student assessment data and reports
- Look at the data regarding the level of parent involvement in governance and operation of the school
- Review a summary of the data collected from the annual student/parent satisfaction survey
- Review the data regarding number of staff, their qualifications and will verify their credentials
- Review the health/safety procedures and discuss any major changes with the staff.
- Determine the suitability of the facility in terms of health and safety
- Determine the suitability of the facility in terms of educational utility
- Review copies of all required documentation (e.g. budget reports, financial projections, leases, insurance, etc.)
- Review of any internal and/or external dispute resolutions
- Review admission practices, including:
  - Number of students actually enrolled
  - Waiting lists
  - Expulsions and suspensions

All of this information will be readily available in the annual Comprehensive Needs Assessment which is generally completed by March 1. The Superintendent of BLJUESD is always welcome to visit the charter, as are interested Board members of the District.

## **K. STUDENT DISCIPLINE**

### **Suspension and Expulsion**

Yosemite-Wawona Elementary Charter School will comply with the Ed. Code 48900 et.seq. regarding suspensions and expulsions of students and will be modeled on the BLJUESD's Board Policy on suspension and expulsion. Y-WECS students may also be suspended or expelled from the school for persistent non-compliance with the terms of the charter school agreement.

The Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at schools operated by Yosemite-Wawona Elementary Charter School (Y-WECS). When the policy is violated it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Y-

WECS's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend a charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the policy, corporal punishment does not include 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 Designee shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Designee's office.

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

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act (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 regular education students except when federal and state law mandates additional or different procedures. Charter School will follow Section 504, IDEA, the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the 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.

## **ADMINISTRATIVE PROCEDURES FOR PUPIL SUSPENSION AND EXPULSION**

### **A. 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.



## **B. Enumerated Offenses**

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Designee or Designee's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in or attempted to engage in hazing of another.
18. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
19. Made terrorist threats against school officials and/or school property.
20. Committed sexual harassment.
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
22. Intentionally harassed, threatened or intimidated a student or group of students to the

extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

The above list is not exhaustive and depending upon the offense, a pupil may be suspended or expelled for misconduct not specified above. Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures.

#### ***1) Conference***

Suspension shall be preceded, if possible, by a conference conducted by the Designee with the student and his or her parent and, whenever practicable, the teacher, supervisor or school employee who referred the student to the Designee.

The conference may be omitted if the Designee determines that a emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil 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 pupil 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 pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

#### ***2) Notice to Parents/Guardians***

At the time of the suspension, the 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. 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 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.

#### ***3) 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 Designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

#### **D. Authority to Expel**

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the governing Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

#### **E. 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 Designee determines that the Pupil has committed an expellable offense.

The expulsion hearing will be presided over by the Board President or the chair of the Administrative Panel. 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 unless the pupil 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 pupil. 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 Y-WECS'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 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.

#### **F. Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

Y-WECS may, upon finding a 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 which shall be examined only by the Y-WECS Governing Board, administrative panel, 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 pupil.

1. 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.
2. Y-WECS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the 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.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person 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.
6. 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 person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, Y-WECS must present evidence that the witness' presence is both desired by the witness and will be helpful to Y-WECS. 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.
8. 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.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil 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 not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. 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 circumstances 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.

### **G. 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 transaction of the proceedings is made.

### **H. 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, and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or Designee 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 pupil, 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 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 pupil shall be immediately returned to his/her educational program.

### **I. Written Notice to Expel**

The Designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's findings of fact, to the student or parent/guardian. This notice shall include the following:

1. Notice of the specific offense committed by the student.
2. 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 School. The Designee

shall send written notice of the decision to expel to the Student's District of residence and the State Board of Education or Designee.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student.

#### **J. Disciplinary Records**

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available for the Chartering Agency's review upon request.

#### **K. No Right to Appeal**

The Pupil shall have no right of appeal from expulsion from Y-WECS as the Y-WECS Board of Directors decision to expel shall be final.

#### **L. Expelled Pupils/Alternative Education**

Pupils 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.

#### **M. Rehabilitation Plans**

Students who are expelled from the 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 (1) year from the date of expulsion when the pupil may reapply to the School for readmission.

#### **N. Readmission**

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

#### **L. RETIREMENT BENEFITS**

All certificated employees of Y-WECS will continue with the STRS or PERS retirement system as appropriate. All classified employees of the Y-WECS will continue with PERS.

It is the intention of the Yosemite-Wawona Educational Foundation to establish an agreement with an outside agency for the provision of business services. Through a memorandum of understanding with this outside service provider, Y-WECS will ensure that all employer contributions are processed as required by STRS, PERS, or as required by law. This MOU will also address and ensure that all other employee and payroll related matters including; workers

compensation insurance, unemployment insurance, and any other payroll obligations of an employer will be processed appropriately.

## **M. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

All students who reside in the Bass Lake Joint Union Elementary School District who do not wish to attend the Yosemite-Wawona Elementary Charter School may choose to attend:

- Other public schools within the district of their residence (schools in the Bass Lake, Yosemite Unified, Chawanakee Unified School Districts, or Mariposa County schools)
- Other public schools outside their district of residence through an inter-district transfer from the Bass Lake Elementary School District.

## **N. EMPLOYEE RIGHTS**

Employees of Y-WECS will work at the pleasure of the Y-WECS Board. Certificated employees will be paid on a salary schedule as set forth by the Y-WECS Board. Employees of Y-WECS will participate in STRS, PERS, or Social Security depending upon each individual's eligibility.

The employees of Y-WECS will work for the school under an annual, renewable contract. This contract will detail the basic rights and responsibilities of the school to the employee and the employee to the school. The contract will include specifics as to employee work year, hours, salary, health and welfare benefits and leaves.

Employees of the Charter shall gain no rights or seniority with the Bass Lake Joint Union Elementary School District and shall be deemed employees of the Charter School. As such, the BLJUESD will have no authority over personnel selection, evaluation or terminations. Such selection shall be at the discretion of the Y-WECS Board of Directors. Terms of employment shall be defined by the Y-WECS Board in agreements with the teachers.

### **Contracted Employees**

Charter School Contracted Employees are governed by their specific contracts. Such employees are those that are hired, usually for a short term, to perform a specific function or service after which their position ceases. Examples may be individuals who offer dance lessons, art lessons, cooking instruction etc.

### **Right to work in a Charter School; Return Rights**

Employees who leave the Bass Lake Elementary School District to work for Y-WECS, or who leave Y-WECS to work in the Bass Lake Elementary School District will have the ability to carry over accrued sick leave and vacation days. Any employee who leaves the employment of another school district to work at the charter school will not maintain his or her right to return to his or her previous school district after employment at the charter school.

## **O. DISPUTE RESOLUTION**

### **Intent**

The intent of this dispute resolution process is to: (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the district, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

### **Disputes Arising from within the School**

Disputes arising from within the School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the School, shall be resolved pursuant to policies and processes developed by the School.

### **Disputes between the School and the Charter-Granting Agency**

In the event that the School or Granting Agency has a dispute regarding the terms of this charter, both parties agree to follow the process outlined below. In the event of a dispute between the School and the Grantor, the staff and governing board members of the School and District agree to first frame the issue in written format and refer the issue to the Superintendent of the District and administrative staff of the School.

The administrative staff and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent of the District and administrative staff of the School and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and administrative staff shall meet to jointly identify a neutral, third party arbitrator. The format of the arbitration session shall be developed jointly by the Superintendent and administrative staff, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the arbitrator shall be non-binding, unless the governing boards of the School and Grantor jointly agree to bind themselves.

### **P. DECLARATION: EXCLUSIVE EMPLOYER**

The Yosemite-Wawona Elementary Charter School shall be deemed the exclusive public school employer of its employees for the purpose of the Educational Employment Relations Act ("EERA").

### **Q. CHARTER SCHOOL CLOSURE PROCEDURES**

Closure of the School will be documented by official action of the Y-WECS Board of Directors. The action will identify the reason for closure. The administrative staff of the school shall be responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of the Charter School, the Bass Lake Joint Union Elementary School District, the Madera County Office of Education, the School's SELPA, the retirement systems in which the School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board of Directors will ensure that the notification to the parents and students of the Charter



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

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

As applicable, the School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The School will ask the District to store original records of Charter School students. All records of the School shall be transferred to the District upon School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

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

As soon as reasonably practical, the School will prepare final financial records. The School will also have an independent audit completed within six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.

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

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

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

As the School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the School, the Board of Directors will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

### **IMPACT ON THE CHARTER AUTHORIZER**

The impact of students leaving the Bass Lake Joint Union Elementary School District to join the charter will be minimal.

The facility was built with Federal Department of Education funds on National Park land. Currently, there is a special use permit for educational purposes, which was issued by the National Park Service. As per the Use Permit, the building itself belongs to YWECS.

Y-WECS will meet with the BLJUESD to discuss any support services to be provided by the District and the terms and conditions of providing those services.

The Yosemite-Wawona Educational Foundation will maintain adequate property and liability insurance, and worker's compensation insurance for the Y-WECS, naming the Corporation, its officers, employees, volunteers, and agents, and the District as additional insured. Types and amounts will be agreed upon in an operational agreement between the District and the Corporation. Consistent with Education Code Section 47604 (c), the district shall not be held liable for the Y-WECS's debts or obligations, or for claims arising from the performance of the acts, errors, or omissions by the Y-WECS. Proof of insurance shall be provided to the District prior to the opening of school and thereafter each July 1<sup>st</sup>.